

Ont.
Cabinet
Sec dew.

[Misc. publis]
1974 [17]

#12

Government
Publications

Personal paper
Tabled 27/6/74

c2

CA24N Z3

-74D12

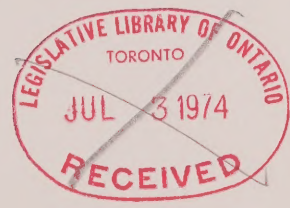


Schools Council Working Paper 41

Background studies on day care.
(See. pag. 81)

A study of nursery education

Evans | Methuen Educational



A study of nursery education

PHILIP H. TAYLOR
GAIL EXON
BRIAN HOLLEY

*Schools Council Aims of Nursery
Education Project
School of Education
University of Birmingham*

Evans/Methuen Educational

A study of nursery education

EDITH A. FAY
1911-1912
BOSTON, MASS.

Published by the
National Education Association
1911-1912
BOSTON, MASS.

Every Member Educational

*First published 1972 for the Schools Council
by Evans Brothers Limited
Montague House, Russell Square, London WC1B 5BX
and Methuen Educational Limited
11 New Fetter Lane, London EC4P 4EE*

*Distributed in the US by Citation Press
Scholastic Magazines Inc., 50 West 44th Street
New York, NY 10036*

© Schools Council Publications 1972

*All rights reserved. No part of this publication
may be reproduced or transmitted, in any form
or by any means, electronic, mechanical, photocopying,
recording or otherwise without the
prior permission of the publishers.*

SBN 423 46550 3

*Printed in Great Britain by
Richard Clay (The Chaucer Press) Ltd
Bungay, Suffolk*



Digitized by the Internet Archive
in 2024 with funding from
University of Toronto

<https://archive.org/details/31761120625330>

Contents

Foreword	<i>page</i> 5
Introduction	7
The wider context	7
Origins of the research project	8
I The structure of the research	11
The teachers' contribution	11
Research strategy	11
Progress of the research	11
II The questionnaire	14
The teachers	14
Aims of nursery education	14
Role of the nursery teacher	15
Provision of nursery education	16
Objectives of nursery education	17
Teachers' free responses	17
III The sample	19
Design and structure	19
IV Findings	21
The nursery teachers	21
The purposes of nursery education	26
The objectives of nursery education	30
The aims of nursery education	39
The role of the nursery teacher	49
The nursery education course	50
The need for nursery education	55
V Conclusions	60
Main findings	60

Appendices	A	The open-ended questionnaire	page 63
	B	The final questionnaire	71
	C	The headteachers' questionnaire	81
	D	Data on nursery teachers	82
	E	G and standardized G	85
	F	Means and standard deviation of aims: frequency of rankings	86
	G	Data on rating of objectives	87
	H	Factor matrix: Varimax loadings for aims and objectives	88
	I	Data on teachers' role preferences	89
	J	Rating of judged desirability of nursery education for fifteen groups of children	90
		Acknowledgements	91

Foreword

In January 1969, Dr P. M. E. Ashton and her colleagues at the University of Birmingham School of Education, in conjunction with the West Midlands Primary School Research and Development Group, began their study of the aims and objectives of primary education. An important object of this study was to help primary-school teachers to make their own specific aims explicit and, in so doing, to consider the many purposes of education, their relative importance, and the objectives by means of which aims are pursued.

In their research the project team has worked closely with some forty teacher groups and, with their help, has sought the views of hundreds of primary teachers throughout the country. The report on the aims of primary education, which should be published in 1973, will, therefore, embody the views of a profession.

The need for a similar study in relation to nursery education had become apparent even before the primary-school study had begun and Mrs G. Exon, under the direction of Dr Ashton and Professor P. H. Taylor, therefore undertook to collect and report the views of a national sample of nursery teachers on a variety of professional matters, including not only their objectives but the teacher's role in general, as well as priorities for nursery education and teacher training.

The Council is grateful to the hundreds of nursery teachers who participated in this survey and hopes that their colleagues in nursery schools and classes, while not necessarily agreeing with the views expressed, will find in them material for thought and discussion.

Introduction

The wider context

In 1967 the Plowden Report* recommended that there should be a considerable expansion of nursery education and that it 'should be available to children at any time after the beginning of the school year after which they reach the age of three until they reach the age of compulsory schooling'. This recommendation may be seen as the confirmation of a long-standing demand for nursery education from parents, educationists, psychologists, and local authorities.

The arguments put forward to support the demand are varied but all concern the well-being of the child, and the nurture of his potential as a mature person and as a citizen of an advanced, democratic society.

The early advocates of nursery education stressed the physical needs of the young child.† Sleeping, eating, and toilet training were emphasized. As knowledge of child development and psychology grew, the advocates of nursery education became aware of the need to emphasize not only the child's physical, but also his social, emotional, and intellectual needs and capacities. Today there is general agreement that nursery education can and should cater for the many needs of the young child, that in the nursery schools of today physical, social, moral, aesthetic, and intellectual education all have an important place. Crucial decisions, however, must be taken, and are taken from day to day in nursery schools, regarding the *relative* emphases to be placed on these and other areas of nursery education.

We do not know much about the extent of agreement on these relative emphases among nursery teachers and between nursery teachers and others concerned with the education and training of very young children. Little is known either of how the needs of the child in the nursery school or class should be met or about the kind of role that the nursery teachers should adopt. Even less is known of the nursery teachers themselves: their motives for entering

* Central Advisory Council for Education (England), *Children and their Primary Schools* (HMSO, 1967).

† M. McMillan, *The Nursery School* (Dent, 1919); Board of Education, *Report of the Consultative Committee on Infant and Nursery Schools* (HMSO, 1933).

teaching, their age distribution, and the extent to which they as a professional group have aspirations for further training.

It was in order to begin to answer the questions implied in such issues as these that the research reported here was undertaken, and it concentrates on those most closely involved in nursery education, the nursery teachers. There has been little research in this country into nursery education in the past decade.* Most of the research that is available relates to America but even there only one study of the aims of nursery education has been undertaken.†

Origins of the research project

In November 1967 Steering Committee A of the Schools Council (which considers all matters affecting the curricula and examinations for pupils in the age-range 2 to 13) expressed a wish that the aims of nursery education should be considered for inclusion in the Aims of Primary Education Project which is currently being undertaken by the University of Birmingham School of Education in conjunction with the West Midlands Primary Schools Research and Development Group.

The Consultative Committee for the project at its first meeting discussed the expressed wish of Steering Committee A and decided to convene a meeting of interested parties at which the practical values of undertaking a study of the aims of nursery education could be discussed fully, as could an effective structure for such a study.

This meeting was held in June 1968 and was attended by representatives from formal organizations in the West Midlands concerned with the pre-primary school care of young children. Representatives came from nursery schools, day nurseries, nursery classes in infant schools, residential nurseries, and play groups. Those involved in the training of nursery teachers and nursery nurses, local education authority advisers, and superintendents were also invited.

It emerged clearly from the meeting that there would be considerable general interest in a study of the aims of nursery education, and it was recommended that the study of the aims of nursery education should run in conjunction with

* The most recent, thorough, and comprehensive is T. Blackstone, *A Fair Start* (Allen Lane, Penguin Press, 1971).

† M. McQueen, 'Early childhood education', *Education Digest*, 33, February 1968, 19-3. See also P. S. Sears and E. M. Dowley, 'Research on teaching in the nursery school' in *Handbook of Research on Teaching*, ed. N. L. Gage, (Rand McNally, Chicago, 1963); E. Dowley, 'Doing research in nursery school', *Journal of Nursery Education*, 16, 1960, 22-5; P. Rowe, 'A nursery school teacher's part in a research project', *Journal of Nursery Education*, 16, 1961, 65-70.

the Aims of Primary Education Project. The recommendation was accepted by the Schools Council and funds were subsequently made available. The Aims of Nursery Education Project started in April 1969, and from the start it worked in close co-operation with the Aims of Primary Education Project.

I. The structure of the research

The teachers' contribution

At the outset of the research it was decided that prime attention would be paid to the views of qualified, practising nursery teachers. It was recognized that they alone could not say what the aims of nursery education *should* be. It was, however, also recognized that the professional judgements of the practising teacher would be an invaluable contribution to any discussion of the aims of nursery education and to establishing the means for achieving them.

This decision having been taken, it was an obvious next step to work as closely as possible with practising teachers on the long process of developing a valid instrument for the assessment of their judgements. This was done by approaching nursery teachers in two local education authorities for their co-operation in the initial stages of the research.

Research strategy

The same research techniques that had proved successful in the Aims of Primary Education Project were employed. They included the use of:

- a** an open-ended questionnaire to collect as wide a range of views as possible from a selected sample of qualified nursery teachers (see Appendix A);
- b** informal, tape-recorded discussions with groups of nursery teachers on the aims and objectives of nursery education;
- c** structured discussions with three separate groups of nursery teachers meeting on many occasions to talk about and clarify the objectives of and the means for achieving the aims of nursery education;
- d** analysis of the data from **a**, **b**, and **c** in such a way as to lead to the development of the main instrument of the research, a structured questionnaire (see Appendix B).

Progress of the research

THE OPEN-ENDED QUESTIONNAIRE

The open-ended questionnaire was sent to twenty-five selected teachers in two local education authority areas. They were asked to provide information on their

personal backgrounds and on their teaching experience. They were also asked to say what in their view were the aims of nursery education.

The returned questionnaires, twenty-five of them, were analysed and though they showed that teachers' statements of aims were broad and imprecise, and that they had overlooked many areas of child development, the questionnaires nevertheless provided sufficient material to be used in the discussions that were to follow (see Appendix A).

THE DISCUSSION GROUPS

Some twenty nursery teachers agreed to attend discussion groups. The first meeting was a general discussion of the aims of nursery education and was tape-recorded. The transcript of this meeting was used to plan the shape of the subsequent discussions, for which the teachers were divided into three groups, each with its own discussion leader.

The purpose of these discussion groups was to encourage protracted consideration of aims – to provide opportunities for the teachers to challenge each other and to ask specific questions of each other, and so to stimulate each other to think about aims. After each meeting the group leader made a written report.

As the discussions progressed, the groups were set precise questions to answer in relation to each of the areas of aims that had arisen from the open-ended questionnaire. These questions were designed to overcome the problems of vagueness and imprecision in the statement of aims and objectives.

The groups met regularly over a period of five months from October 1969 to February 1970. The reports from the groups showed that the discussions took much longer than was previously envisaged (one group spent three meetings on one area of aims), but the answers to the specific questions were producing more precise statements than had the initial questionnaire. At regular intervals a member of the research team attended meetings with the groups in order to discuss how the groups might contribute further towards the development of the final questionnaire.

The final phase of the discussions involved preparatory work on the main questionnaire. At this point a member of the research team worked closely with the groups as they discussed the immediate objectives necessary to the achievement of aims in the four areas that had finally been defined. The areas of aims were:

Social/emotional/moral development
Intellectual development

Physical development
Aesthetic development.

The research team gradually built up the final questionnaire, discussing each part closely with the groups until the teachers were satisfied that it represented their views about the aims and objectives of nursery education, about the role of the nursery teacher, and about the kind of course suitable to the education of a nursery teacher.

II. The questionnaire

The final questionnaire consisted of six sections, each of which will be discussed briefly. (The questionnaire is reproduced in Appendix B.)

The teachers

The main purpose of this section was to secure data on the age, marital and professional status, qualifications, length, stability, and variety of teaching experience of the teachers. Two subsidiary purposes were also served in this section. Teachers were asked to indicate for which of seventeen reasons they had entered teaching and so provide information on their motives. They were also asked to judge the importance of eleven components of an education course for nursery teachers and so indicate what in their view would constitute a satisfactory course.

Other items in this section concerned the kind of support, either advisory or through in-service education, that the teachers received and would like to receive, and the teachers' evaluations of the school buildings in which they worked and their facilities.

Aims of nursery education

This section presented the teachers with five main purposes or aims to place in rank order of importance. The aims were broadly set but closely focused on each of the following major areas:

- a *The intellectual development of the child*
i.e. encouraging his use of language, helping him to learn how to learn, stimulating his curiosity, and encouraging the development of his ability to use concepts.
- b *The social-emotional development of the child*
i.e. helping the child to form stable relationships, encouraging his sense of responsibility, his consideration for others, his self-confidence, independence, and self-control.
- c *The aesthetic development of the child*
i.e. giving the child opportunities to experiment with a variety of materials

in art and music, encouraging the child to be creative and expressive and awakening in him a growing awareness and appreciation of beauty.

d *The physical development of the child*

i.e. helping the child to use his body effectively by providing fresh air, space to play and sleep, good food, training in personal hygiene and by regular medical attention.

e *The creation of an effective transition from home to school*

i.e. providing mutually supportive conditions for the child's development in both the home and the school.

Each of these aims was the result of a great deal of discussion with nursery teachers, of progressive clarification and final analysis. Even so it cannot be claimed that they are totally comprehensive, only that there would seem good evidence arising from wide-ranging discussions to suggest that they represent a general consensus on what are thought to be the currently held aims of nursery education.

Each of the aims was stated within a common context which implied a positive and supportive educational environment for the child and was phrased in a way that made it clear that the purpose behind the aims was not to *ensure* that they were achieved for each child but that the *opportunity* of their achievement for each child was created through the process of education.

Role of the nursery teacher

Views and opinions about the appropriate role for the nursery teacher to adopt frequently arose during the discussions of the aims of nursery education. So frequently in fact that it was considered desirable that a section of the questionnaire should be devoted to the role of the nursery teacher.

In the views expressed it became apparent that nursery teachers had differing opinions on what their role should be. All teachers held the view that their role should create a child-centred environment for nursery education, but views on what part the teacher should play in this environment varied. Some teachers considered that the child should be the sole instigator of his actions, others that it was the teacher's job to ensure that the child did certain things.

In constructing the questions for this section, these divergences of view were taken into account. Four roles for the nursery teacher were stated under the generally agreed framework of a child-centred environment and the teachers asked to tick the *one* that most closely approximated to their own view of their role:

The role of the nursery teacher is to create a safe, happy, stimulating child-centred environment in which:

- a the child chooses for himself those activities he wishes to do, and so develops his potential in his own way at his own pace;
- b the child can develop his potential and in which the teacher guides, helps, and encourages the child to do those things the child wishes to do;
- c the child can develop his potential and in which the teacher guides, helps, and encourages the child to do those things the child wishes to do, and to do certain things that the teacher considers are desirable for the child to do;
- d the child can develop his potential and in which the teacher not only guides, helps, and encourages the child but also ensures that the child does certain things that the teacher considers are desirable for him to do.

The first two place consideration for the child as prior to the wishes of the teacher in *descending* degrees of emphasis. The second two place the wishes of the teacher as prior to consideration for the child in *ascending* degrees of emphasis. It should be noted, however, that *all* roles were set in the context of a child-centred educational environment.

Provision of nursery education

The questions in this section also grew out of the discussion on aims. The acceptance of any aim by teachers depends very much on what kind of children they teach, whether they are from normal homes, deprived homes, from socially satisfactory environments or whether they suffer from any particular physical or emotional disability. Equally nursery teachers see nursery education as being more important for some groups of children than for others, especially under the present conditions of relatively scarce provision of nursery education. They show concern, however, that nursery schools should not become solely remedial centres aiming to provide compensation for social or personal disability.

It was with considerations such as these in mind that the three parts of this section of the questionnaire were constructed. The first asked teachers to rate for importance on a four-point scale from 'essential' to 'not desirable' the provision of nursery education for fifteen groups of children ranging from physically handicapped children through to children from normal homes, children from deprived families, and children with emotional problems, to gifted children.

The second asked teachers to look back through their ratings of the fifteen groups of children and to indicate those groups that they considered should *ideally* be catered for by some provision other than normal nursery education.

In the final part of the section the teachers were asked to give their opinion of the proportion (stated as a percentage) of a nursery-school intake that should be composed of children without special problems.

Objectives of nursery education

Aims of education have to be achieved by engaging in educational activities and it was the purpose of this section to discover what activities the teacher thought it important for the child to engage in if the aims of his education were to be achieved.

Thirty skills which the teacher could help the child to achieve were stated and the teachers asked to rate them on a four-point scale ranging from 'extremely important' to 'not important.' The skills, or educational objectives as they are technically described, represent a range of capabilities, attitudes, dispositions, and values which in discussion the nursery teachers asserted were important to cultivate. These skills arose from consideration of the main aims of nursery education – to cultivate the physical, intellectual, social-emotional, and aesthetic development of the child. They also arose from the practical consideration of the skills needed by the child if he was to profit from a nursery education – skills associated with his adjustment and accommodation to the ways of the nursery school or class.

Of the thirty educational objectives, *six* were set within the four areas of developmental aims and *six* within the area of adjustment to the school or class situation. The whole thirty were then placed in random order to avoid the possibility of nursery teachers rating objectives only in terms of the grouping to which they might appear to belong.

Teachers' free responses

This was an open-ended section in which teachers were asked to state, in their own words, the aims of nursery education as they conceived them. It was thought that in this way some confirmation of the views of the aims of nursery education implied in the questionnaire would be obtained, together with some leads to further areas for research.

A NOTE IN PASSING

The questionnaire was as long and as demanding as was considered reasonable (a preliminary try-out showed that teachers could complete it satisfactorily in a relatively short time and that many enjoyed doing so), but it was, nevertheless, seen by the teachers who constructed it as only an initial means for revealing some of the complexities of the aims and purposes of nursery education.

HEADTEACHERS' QUESTIONNAIRE

In addition to the questionnaire to teachers, a short questionnaire was sent to the persons in charge (mainly headteachers) of all the nursery schools and classes sampled. The questionnaire (see Appendix C) asked about the size of the nursery unit, the socio-economic background of the unit's catchment area, the type of training and number of staff, and whether or not the unit assisted in training students.

III. The sample

Design and structure

The first stage in designing the sample of nursery schools and classes to which the headteachers' and the main questionnaires would be sent was to secure an up-to-date picture of the number of nursery schools and classes in England and Wales. Every local education authority was asked to supply information on its provision of nursery education. The final figures were 1413 nursery classes and 485 nursery schools.

On the basis of these figures it was estimated that the research resources were sufficient to deal with returns from a 40 per cent national sample of nursery schools and a 20 per cent national sample of nursery classes.

National sampling was achieved by grouping local authorities in the following way:

- | | |
|-----------|--|
| *Group I | County borough local education authorities with population over 250 000 |
| Group II | County borough local education authorities with population between 100 000-250 000 |
| Group III | County borough local education authorities with population under 100 000 |
| Group IV | County local education authorities. |

The known nursery schools and classes are entered under each grouping as shown in Table 1. From within each group a random 40 per cent of schools and 20 per cent of classes was drawn. Local education authorities had earlier been invited to participate and all but nine agreed to do so. Where a school or class in any one of these local authorities was drawn at random, it was rejected and a replacement drawn. The final position of the sampling is also shown in Table 1.

The next stage was to send the headteachers' questionnaire and the main questionnaire to the schools.

The final return of the questionnaires, 578 in all, represented an overall return from 74 per cent of the sampled schools and classes but, as can be seen in

* The population size of the county borough local education authorities was determined by reference to *Annual Estimates of Population of England and Wales and of Local Authority Areas* (HMSO, 1969).

Table 1, the sampling within groupings of authorities ranges from 50 per cent to 93 per cent. Though not perfect, this level of sampling is good and of sufficient scope to allow generalizations to be made from the sample on a national basis.

Table 1 Sampling design and response

<i>Groups</i>	<i>Nursery classes</i>		<i>Nursery schools</i>	
I	Total	445	Total	105
	20% sample	89	40% sample	42
	<i>Final position</i>		<i>Final position</i>	
	$\frac{44}{89}$ return	50%	$\frac{25}{42}$ return	60%
II	Total	223	Total	97
	20% sample	44	40% sample	42
	<i>Final position</i>		<i>Final position</i>	
	$\frac{41}{44}$ return	93%	$\frac{33}{42}$ return	84%
III	Total	136	Total	45
	20% sample	27	40% sample	18
	<i>Final position</i>		<i>Final position</i>	
	$\frac{25}{27}$ return	93%	$\frac{14}{18}$ return	78%
IV	Total	609	Total	238
	20% sample	121	40% sample	95
	<i>Final position</i>		<i>Final position</i>	
	$\frac{73}{121}$ return	60%	$\frac{71}{95}$ return	75%
Overall 74% of sample is complete.				

IV. Findings

In order to give a logical coherence to the presentation of the report, the findings are not given in the order in which they arose from the analysis of the questionnaire. Data on the teachers is given first, followed by their judgements of aims and objectives, then come their views on the role of the nursery teacher, the nursery education course, and, finally, the need for nursery education.

The nursery teachers*

AGE, TEACHING EXPERIENCE, AND STATUS

The first part of the questionnaire told a great deal about the 578 teachers who completed it. Only a minority of them were under 25 years of age (9.5 per cent) and only a minority over 55. Most, as one would expect, were between 25 and 54 with a bias towards the upper end of the age-range, 30.7 per cent being between 45 and 54. This suggests a somewhat mature professional group, experienced and stable in their ways. Most of them were married (64 per cent) and 48.6 per cent had their own children.

A considerable number of them had taught in schools for twenty years or more (40 per cent) and very few for less than one year. Some 92.9 per cent had taught children under 5 years of age. A considerable minority (35.4 per cent) had taught under-fives for more than ten years, and 54 per cent had taught under-fives for five years or more. Some 89.8 per cent had taught in nursery schools or classes and 83.4 per cent in infant schools. Only 40.3 per cent had taught in junior schools and a small number (15.9 per cent) in secondary schools.

Some 48.4 per cent of the teachers said they had changed from teaching older children to teaching under-fives. The main reasons given for making this change were such vocational ones as preference for working with very young children, the desire to extend experience, and the chance of promotion. Family and other social pressures accounted for only a small minority of the reasons given.

Just over half the teachers (56.3 per cent) had spent five years or less in their present schools and only 27.2 per cent had given their present schools ten or more years of service. These figures taken in association with the figures on length of teaching under-fives suggest a somewhat mobile professional group.

* Full data arising from this section of the questionnaire is given in Appendix D.

Some 43.8 per cent of the teachers described themselves as headteachers, and 40.1 per cent as class-teachers; 22.3 per cent were headteachers of nursery schools, and 21.5 per cent were headteachers of primary schools with nursery classes attached. About 5 per cent said they had 'graded posts' and about the same percentage described themselves as deputy heads. Only 4.3 per cent of the sample said they were 'probationary teachers'.

QUALIFICATIONS AND TRAINING

More than 96 per cent of the teachers possessed teaching certificates. Some 5.7 per cent also possessed an advanced diploma, and 2.4 per cent a university degree. Just under 5 per cent possessed a National Nursery Examination Board certificate. The majority (60.7 per cent) had trained for two years, 30 per cent for three years, and almost 10 per cent for only one year. For 60.9 per cent nursery education was included as a major part of their training, and for 82.2 per cent infant education had also been included. A small proportion of the teachers (8.3 per cent) had included secondary training, and a quarter (25.0 per cent) had included training for junior schools.

A majority had been trained since 1944 (60 per cent) with 19 per cent being trained after 1960. Some 10 per cent were trained before 1935.

The data here suggests a fully qualified professional group with a majority of its members having received a training relevant to the work they are doing.

PROFESSIONAL MEMBERSHIP, SUPPORT, AND ATTITUDES TO IN-SERVICE TRAINING

Over 85 per cent of the teachers are members of an organization concerned with nursery education. Some 56.1 per cent say they have an active local branch of the Nursery Schools' Association and 57.8 per cent that in their areas there are opportunities for in-service education. Over 60 per cent (62.4 per cent) say they have the support of a nursery school or nursery/infant school adviser. And nearly 80 per cent (78.1 per cent) expressed a need for in-service training.

These figures suggest a strongly identified professional group which, though reasonably well supported, might be better supported, and one which is fully conscious of the need for in-service education. The teachers themselves have something to say on this subject. In answer to Question 20 'Do you attend courses of any kind connected with education?' many stated their views on the nature of the in-service education that they considered was needed.

A summary of their views is given in Table 2.

Table 2 Topics for in-service education

<i>Topics</i>	<i>Frequency of mention</i>
Current trends and modern or new ideas in all aspects of nursery education	148
Courses on child development	30
Refresher courses on teaching methods	123
Opportunities to meet and discuss with other teachers	70
Practical courses in art, music, etc. and new ideas in creative activities	69
Advice on dealing with problem children, immigrant children, etc.	23
Further qualifications	4
	<hr/> 467

Two topics stand out: current trends and refresher courses. These account for over half the topics mentioned and would require to be covered by courses of some duration if they were to be effectively dealt with. Two other topics are also of some consequence: opportunities to meet and discuss with other teachers, and practical courses in art, music, etc. Such topics as these might well find a place in the newly established teachers' centres, and some consideration ought perhaps to be given to ensuring that they form part of the programme of such centres. The place for longer or full-time courses might be in colleges of education or universities where courses on child development are already to be found.

The relatively low level of 'further qualifications' is perhaps surprising. Nursery education like any other level of education needs to cultivate a higher level of qualification than that awarded initially if only to provide preparation for headships and other posts of responsibility. The fields of education are becoming more extensively developed with the application of philosophy, psychology, and sociology and it would be a pity if such developments were not reflected in the field of nursery education as they are reflected elsewhere through the provision of advanced courses. A demand for further qualifications by nursery teachers themselves may be a necessary factor in ensuring that such courses are provided.

On the other hand it is important to reiterate that nursery teachers are keen to

become involved in in-service training and education. What, perhaps, they find unacceptable in courses for further qualifications is what they perceive as an over-emphasis on formal assessment and paper qualifications. If they came to feel that such courses were likely to provide them with relevant skills and concepts in addition to formal qualifications, they might well show greater enthusiasm. The conclusion would appear to be either that courses relevant to the needs and problems of nursery teachers require more development or, if such courses already exist, that their relevance to the nursery teacher needs to be conveyed more effectively.

BUILDING AND FACILITIES

One of the questions asked was about school buildings and facilities as an environment for nursery education. The teachers were asked to describe their own schools on a scale ranging from 'ideal' to 'very poor'. Almost half the teachers (47.4 per cent), said their buildings and facilities were 'ideal' or 'very good', more than 30 per cent said they were 'adequate' and just over 20 per cent said they were 'limited' or 'very poor', though less than 5 per cent said they were 'very poor'.

This response suggests that the majority of the teachers thought buildings and facilities were reasonable for the work that had to be done in them, but there was a sizeable minority of cases, possibly rather too many, in which work was carried on in inadequate buildings with limited or poor facilities.

MOTIVES FOR TEACHING

The essential background to an understanding of the teachers' stated motives is that 90 per cent of them, knowing what they now know about the profession, would still choose to take up teaching. Clearly they are a professional body of people strongly committed to their work. Their motives for entering the profession were wide ranging as Table 3 shows. The major area of motivation is 'vocational', i.e. motives such as 'interesting work', 'liking for teaching', 'work with children', 'freedom to organize much of one's own work', 'worth-while work', and so on.* This area accounted for over 70 per cent of all stated motives. The next largest area, and considerably lower in weight, was 'economic' motives, i.e. 'good prospects', 'security', 'occupation with status', 'good hours and holi-

* See D. C. Lortie, 'The balance of control and autonomy in elementary school teaching' in *The Semi Professions and their Organisation*, ed. A. Etzioni (Free Press, New York, 1969) for an interesting discussion of 'intrinsic rewards' which relate to what have been classified here as 'vocational' motives.

days', and 'salary'. Such motives as these accounted for just under 20 per cent of all motives; two motives in particular accounted for almost 13 of the 20 per cent of the stated motives: 'security' and 'good hours and holidays'. Of least importance, accounting for just 7 per cent of all stated motives, was that of such 'personal' motives as 'family or school pressure', 'little or no alternative', and 'attraction of going to college'.

The structure of the motives stated as 'most important' serves to underline the importance of 'vocational' motives. Of all motives stated as 'most important', almost 90 per cent (89.7 per cent) were 'vocational'.

Table 3 Motives for entering teaching: percentages

<i>No.</i>	<i>Motive</i>	<i>% of all motives</i>	<i>% most important</i>
1	Interesting work	14.7	20.0
11	Worth-while work	13.0	9.5
6	Liking for teaching	12.4	9.8
10	To work with children	9.1	30.6
5	Freedom to organize much of own work	8.6	9.4
15	Work you could do best	7.7	4.1
8	Good hours and holidays	6.5	1.2
4	Security	6.2	4.9
16	To help disadvantaged children	4.6	2.9
2	Good prospects	3.2	0.6
3	Opportunity to pursue interest in a particular subject	3.2	3.4
13	Attraction of going to college	2.8	0.9
9	Family or school pressure	2.6	1.1
14	Salary	1.8	0.2
7	Occupation with status	1.7	0.4
12	Little or no alternative	1.1	0.3
17	Any other	0.5	0.5

Classification of motives:

Economic: Nos. 2, 4, 7, 8, 14;

Vocational: Nos. 1, 3, 5, 6, 10, 11, 15, 16;

Personal: Nos. 9, 12, 13, 17.

A picture of a strongly committed, 'vocationally' directed body of teachers emerges clearly from this part of the research. Worth-while motives are strongly emphasized and though 'economic' motives, especially 'security' and 'good hours and holidays', play a part in the motivations of nursery teachers, it is a very subsidiary part.

DIFFERENCES BETWEEN THE TEACHERS*

Interesting differences between teachers in their motives for taking up teaching were found. Younger teachers (under 34) emphasize 'interesting work' to a greater extent than older teachers; as is the case with 'freedom to organize much of my own work', 'good hours and holidays', 'to work with children'. Older teachers (over 34) emphasize to a greater extent than younger teachers that they had 'little or no alternative' as a motive for entering teaching. Married teachers to a greater extent than single teachers emphasize 'security' as a motive for entering teaching. Conversely single women emphasize 'liking for teaching' to a greater extent, and teachers without children emphasize 'interesting work' and 'liking for children'.

These data suggest that there has been a general change over time in the extent to which such 'coercive' motives as 'little or no alternative', 'security', and 'vocational' motives operate, and it would seem that in the future 'vocational' motives are likely to predominate as reasons for taking up nursery teaching.

The purposes of nursery education

INTRODUCTION

Educational purposes, or aims as they are generally termed, are not easy to define. They are the ends which from time to time society considers it worth while and practical to pursue in the education of its young children. Society wants each new generation to be initiated into its more desirable ways, to develop skills and capabilities, sensitivities and attitudes that will enable the succeeding generation to benefit from its heritage and to build for itself a society that it values. It is because educational aims are concerned with new generations that they are bound to be open-ended, to offer more the *possibilities* of acquiring skills and capabilities, sensitivities and attitudes than an insistence on their being achieved. Open-ended though they may be, aims do provide a guide to what to do in the education of the young. They provide teachers with a framework for their practices and

* Differences reported here and elsewhere in the findings were all significant at the 0.05 level or above (see Appendix E).

society with a broad contract which gives some assurance that something of value is likely to arise from placing the care of young children in the hands of adults other than their parents.

In defining the five broad aims used in this research such considerations as these were much to the front. The concepts of 'opportunity', 'creativity', 'help', 'exploration', and 'experiment' were employed to provide common response conditions for the aims, and as far as possible the methods for achieving the aims were unstated. Thus, for example, play, a means to achieve desired ends, does not appear in any of the aims (nor does it appear in the later section concerned with the skills or objectives of nursery education).

The five aims were written so as to focus on areas of capability or sensitivity that by common consent are important in the education of young children. Aim 1 is concerned with introducing the child to the field of aesthetics – an awareness of beauty and the creative and expressive production of his own dawning awareness of it. Aim 2 is concerned with the valuing of, and support for, educational experience by the creation of a smooth transition from home to school – an important aim for children from deprived homes and educational priority areas. Aim 3 is essentially social both in terms of self–other relationships and in terms of general social skills. Aims 4 and 5 are clearly physical and intellectual but not narrowly so.

HOW THE TEACHERS RATED THE AIMS*

Each teacher was asked to place each of the five aims in rank order from 1 to 5 in terms of the priority they would give it relative to the other aims. Figure 1 shows how each aim was awarded ranks from 1 to 5, and every aim is accorded every order of priority. This means that some nursery teachers gave each aim first priority, some gave it least priority (rank 5), and others place it intermediate in order of priority. In other words, the teachers were not agreed on the relative priority of each of the five aims. Even so, a general overall order or priority for the aims does emerge.

Aim 3, Social, clearly has the highest proportion of first priorities (51.6 per cent) and marginally the fewest least priorities, together with a mean rank of 1.9. Aim 5, Intellectual, comes next with 30.3 per cent first priorities and a mean rank of 2.3. Last in the overall order of priority comes Aim 4, Physical, with very few first priorities but something over 40 per cent (40.7 per cent) least priorities. Next to last is Aim 1, Aesthetic, with a mean ranking of 3.8; and Aim 2, Home-school, takes up an intermediate position (mean rank 3.1).

* Full data are to be found in Appendix F.

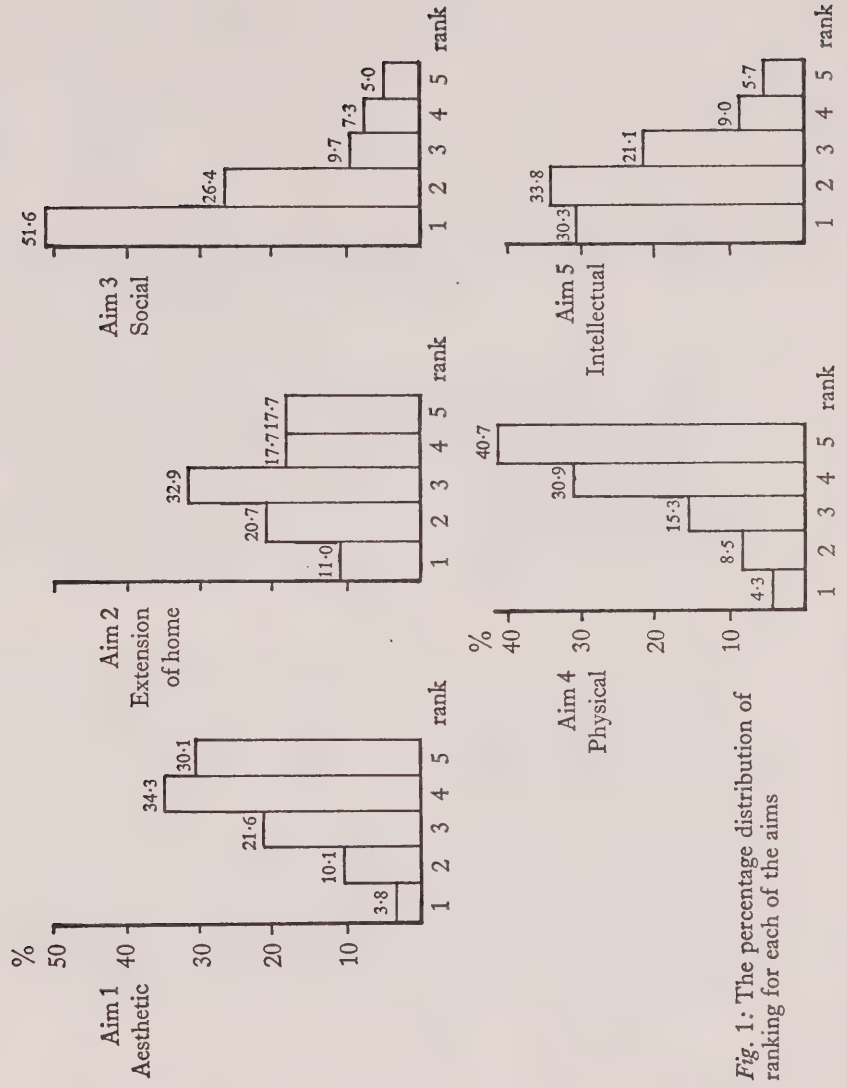


Fig. 1: The percentage distribution of ranking for each of the aims

In very general terms, the overall order of the aims would seem to be:

- Aim 3 Social
- Aim 5 Intellectual
- Aim 2 Home-school
- Aim 1 Aesthetic
- Aim 4 Physical.

One issue remains. Did such factors as social and economic level of nursery classes' catchment area, or age and experience of the teachers lead to a marked preference for ordering the aims in particular ways?

DIFFERENCES BETWEEN THE TEACHERS

There were few differences between the teachers in their judgements of the five aims of nursery education. Younger teachers tended to rank Aim 4, Physical, higher than older teachers and teachers with no children of their own to rank Aim 1, Aesthetic, higher than teachers with children of their own. Length of teaching experience, kind of experience, and time of taking the major part of their professional training seem not to play a part in the relative ranking of the five aims. It would, therefore, seem reasonable to suggest that the earlier discussion of the relative importance of the aims needs little or no modification.

DIFFERENCES DUE TO ENVIRONMENTAL FACTORS

Nursery schools and classes serve catchment areas with different social classes, are located in different parts of the country, contain different numbers of children, have different levels of support from nursery nurses and from non-teaching help, and these factors might affect the aims that the teachers in them feel they ought to pursue.

A statistical test to examine whether this was so was carried out (analysis of variance by regression), and no influence due to any of these factors was found. It is thus reasonable to say that the general order of aims that teachers hold, with a marked emphasis on the social purposes of nursery education, are held irrespective of such factors as social class of the nursery school or class catchment area, part of the country, number of children catered for, and non-teaching support.

The objectives of nursery education

Educational purposes or aims are broad educational intentions. In order to achieve these intentions, it is necessary to make proposals for action, to say what particular skills and capabilities children being given nursery education will be encouraged to develop. These proposals will say quite clearly what it is intended that children will learn, understand, and become capable of, and what attitudes and ways of behaving they will be taught to value. In this way the *educational objectives* of nursery education will be made explicit and become a guide for teachers attempting to achieve their aims. Objectives are distinguished from aims in that aims are very general and suggest the broad directions of educational activities while objectives are much more specific and state the knowledge, skills, attitudes, and values that are involved in the achievement of broad aims.

In the last part of the questionnaire (Section 5) thirty such objectives were stated and the teachers were asked to rate each one on a five-point scale for the degree they would emphasize these skills with the children in their schools and classes. The objectives were related to the following five general areas which, with the exception of the last one, may be taken as analogous to the aims of nursery education employed earlier:

<i>Aesthetic:</i>	concerned with the awareness and creation of art, music, etc.
<i>Physical:</i>	concerned with physical development and care of the body
<i>Intellectual:</i>	concerned with general mental abilities
<i>Social/emotional:</i>	concerned with personal and group relationships
<i>School-internal:</i>	concerned with adjusting to the school situation.

For each of these five areas there were six objectives (see Appendix G).

HOW THE TEACHERS RATED THE OBJECTIVES

Table 4 shows how all the objectives were rated and the extent to which the teachers agreed about the rating of each objective. It is evident that the teachers considered all the objectives to have *some* degree of importance, and that in general there was a reasonable level of agreement for the objectives.

In the table the items are grouped according to the level of the mean rating, and an attempt is made to indicate the broad characteristics of each group.

Table 4 Grouped rating of objectives

<i>Item</i>	<i>Mean</i>	<i>Degree of agreement</i>	<i>Classification</i>
25 get along with others, play co-operatively	3.77	**	Social, transactional objectives
15 become more independent	3.67	**	
4 substitute verbal expression for aggression	3.53	**	
8 explain ideas and convey information	3.52	**	
3 develop an easy relationship with staff	3.50	**	
—EXTREMELY IMPORTANT—			
10 develop controls from within	3.46	**	General personal, physical, rational, and social objectives
24 understand feelings of others	3.45	*	
30 understand that certain situations are dangerous	3.41	—	
17 come to accept himself and his feelings	3.40	*	
16 listen and follow directions from the teacher	3.38	**	
28 wait for turn or share equipment	3.35	—	
11 share teacher's attention with other children	3.25	**	
14 help children reason	3.25	*	
18 develop confidence in using body effectively	3.24	**	
26 accept and respect authority	3.20	—	
9 become aware of beauty in his life	3.11	*	
2 develop and co-ordinate large muscles	3.09	**	
21 develop and co-ordinate small muscles	3.09	*	
5 fit in with routines of the nursery school	3.04	*	
13 become creative through art, music, etc.	3.02	*	
22 take initiative in problem solving	3.00	—	
—IMPORTANT—			

Table 4 (contd)

<i>Item</i>	<i>Mean</i>	<i>Degree of agreement</i>	<i>Classification</i>
1 become expressive through art, music, and drama	2.98	**	
7 develop a desire to participate in art, etc.	2.96	*	
19 judge and express an opinion	2.93	—	Reasoning and aesthetic objectives, health and hygiene
29 begin to understand reasons for health routines	2.91	—	
23 acquire positive attitude towards eating	2.69	*	
27 develop a feeling for forms of language	2.69	—	
12 begin to distinguish what he finds beautiful	2.63	*	
—————IMPORTANT BUT ONLY TO A SMALL EXTENT—————			
20 classify	2.46	—	Formal educational objectives
6 measure, count, match sets, etc.	1.97	—	
—————NOT IMPORTANT—————			
** high agreement			
* average agreement			
— low agreement			

The objectives that are grouped together as 'extremely important' refer to the acquisition of fundamental social and transactional skills without which a child would experience some difficulty in getting the best from nursery education. Next in importance comes a large group of objectives concerned with general personal, physical, intellectual, and social skills. At the upper end of this group are those skills that help a child to differentiate himself clearly from others – an important stage in the development of the child.

In the middle of the group are objectives concerned with those skills the child needs in order to make an adjustment to his teachers and to the nursery school.

The third group in importance are objectives related to reasoning and aesthetic capabilities, to health and hygiene. These objectives can perhaps only be ex-

pected to be achieved towards the end of nursery education, as is true also of the last, and least important group of objectives: formal educational skills.

By rating these last low in importance nursery teachers are perhaps indicating that skills concerned with the acquisition of formal, structured, intellectual capabilities are best left to a later stage.* On the other hand they do give importance to language and general reasoning skills, e.g. 8 explain ideas and convey information, 16 listen and follow directions, 14 help children reason, and 22 take initiative in problem solving, thus indicating their readiness to be concerned with some of the more general intellectual capabilities.

Taking an average over each of the five areas of objectives earlier stated, Table 5 shows how they would be ordered in relation to each other. The area judged most important was the Social/emotional area.

Those judged of least importance were Aesthetic and Intellectual. However, no great store can be set by this data as this way of grouping objectives may not be the way in which the teachers themselves see objectives grouped. How teachers group the objectives is discussed in the following section.

Table 5 Average scores for areas of objectives

<i>Area of objectives</i>	<i>Mean</i>	<i>SD</i>
Aesthetic	17.3	3.1
Physical	18.3	2.9
Intellectual	17.0	3.5
Social/emotional	21.0	2.4
School-internal	19.9	2.9

HOW TEACHERS SEE THE STRUCTURE OF OBJECTIVES

It is possible by means of a complex statistical technique, factor analysis, to discover how the teachers who rated the thirty objectives might group them so that the groups belong to discrete and independent categories.

The factor analysis (Varimax solution) produced six factors or groupings of objectives, the details of which are presented in Table 6. The groupings have been called: 1. Intellectual or cognitive; 2. General social; 3. Creative aesthetic; 4. Self-other; 5. School expectations; and 6. Physical.

* For a useful discussion on this point, see T. Blackstone, *A Fair Start* (Allen Lane, Penguin Press, 1971), pp. 162-4.

Table 6 Factor analysis of objectives^a

<i>Factor</i>	<i>Objective</i>	<i>Loading^b</i>	<i>Description</i>
1	20 Help the child classify	748	Intellectual or cognitive objectives
	19 Help the child judge and express an opinion	684	
	22 Help the child take initiative in problem solving	657	
	14 Help the child reason	581	
	6 Help the child measure, count, etc.	566	Proportion of variance ^c 10.7%
	8 Help the child explain ideas, etc.	503	
	21 Help the child develop his small muscles	343	
	24 Help the child understand and recognize feelings of others	332	
	27 Help the child develop a feeling for language	324	
2	29 Help the child understand health routines	771	General social objectives
	23 Help the child acquire a positive attitude to eating	711	
	28 Help the child wait turn or share, etc.	665	
	30 Help the child understand situations are dangerous	654	
	26 Help the child accept and respect authority	599	
	16 Help the child listen and follow directions, etc.	505	Proportion of variance 12.7%
	25 Help the child get along with others co-operatively	451	
	21 Help the child develop small muscles	396	
	11 Help the child share teacher's attention	380	
	5 Help the child fit in with routines, etc.	319	
	15 Help the child become independent	308	

Table 6 (contd)

<i>Factor</i>	<i>Objective</i>	<i>Loading^b</i>	<i>Description</i>
3	13 Help the child become creative through art, etc.	747	Creative, aesthetic objectives
	1 Help the child become expressive through art, etc.	709	
	12 Help the child distinguish what he finds beautiful	666	
	9 Help the child become aware of beauty in his life	664	
	7 Help the child develop a desire to participate in art, etc.	557	
	27 Help child develop a feeling for styles of language	555	Proportion of variance 11.5%
	10 Help the child develop controls from within	372	
	14 Help the child reason	367	
	2 Help the child develop his large muscles	347	
4	17 Help the child come to accept himself, etc.	714	Self-other objectives
	24 Help the child understand the feelings of others	607	
	25 Help the child get along with others, etc.	526	Proportion of variance 10.5%
	15 Help the child become independent	512	
	10 Help the child develop controls from within	502	
	18 Help the child develop confidence in his body	512	
5	5 Help the child fit in with routines, etc.	681	School related objectives
	3 Help the child develop easy relationships with staff	668	

Table 6 (contd)

<i>Factor</i>	<i>Objective</i>	<i>Loading^b</i>	<i>Description</i>
	11 Help the child share teacher's attention, etc.	638	Proportion of variance 9.3%
	4 Help the child substitute verbal expression for aggression	492	
	16 Help the child follow simple directions	435	
	26 Help the child accept and respect authority	391	
6	2 Help the child develop large muscles, etc.	737	Physical objectives
	18 Help the child develop confidence in his body	582	
	21 Help the child develop small muscles, etc.	474	Proportion of variance 5.7%
	15 Help the child be more independent	305	
	1 Help the child become expressive, etc.	303	

^a The *loading* of a variable (objective) on a factor is a measure of the relationship or *correlation* between the variable and the factor. If a loading is very high (above, say, 0.7), the factor concerned is measuring almost the same attribute as the variable. If a loading is very low (below about 0.3) the factor and variable are only slightly related.

^b Decimal points have been omitted from the factor loadings, which are, within factor, all in the same direction.

^c Variance is simply a measure of the extent of the differences among teachers. Each factor contributes to or explains a certain proportion of these differences.

Five of these groupings are in principle the equivalent of the original five groupings but one is somewhat different in that it appears to represent an area of objectives, Self-other, previously embedded in the original Social/emotional group. This suggests that nursery teachers discriminate among educational objectives more closely than the original groupings of objectives gave them credit for. In particular they separate out an area in the education of the child that is crucial to his eventual success and well being as an older child, as a young person, and as an adult – his ability to distinguish between himself as a person, his own emotions and feelings, and other people as independent persons with their own feelings and emotions.

One other issue of significance arises from this analysis of the thirty objectives: some objectives contribute to more than one general area of objectives. For example, Objective 21, 'To help the child to develop and co-ordinate his small muscles through screwing, threading, using scissors, etc.', contributes not only to his physical development but also to his cognitive development because as the child learns to use his small muscles he also learns how things fit together and the ways in which they belong to each other. As he employs his physical skills, so his mind is brought to bear on the relationships between objects in the physical world around him. Conversely, as he attempts to confirm his understanding of the physical world and verify his assumptions about relationships between objectives, his physical capabilities are brought into play.

In a similar way Objective 24, 'To help the child understand and recognize the feelings, needs, and attitudes of others', contributes to the general areas of intellectual or cognitive objectives as well as to self-other objectives. In distinguishing the feelings of others the child is psychologically refining his awareness of himself *and* setting up a mental construct of 'other' people.

Noting that objectives can serve more than one area of educational intentions should not be surprising. After all, educational objectives are words set down to indicate intentions and it is well known that such intentions can in practice contribute to more than one outcome. Words do not always make allowances for the complexity of intention—which is another way of saying that intentions quite frequently *speak* louder than the words that are used to state them.

It is, thus, a salutary by-product of this research that attention should be drawn from what it is said we intend to do, to the complexity of what may actually be involved in doing it. Any study of the objectives of nursery education will always have to make allowances for the cross-connexions, the interrelationships, and the complexities of the job that the nursery teacher is engaged in. What this

study has shown so far is that these complexities lie within the understanding, the mental framework in relation to which the teachers order their experience of doing the job. It has perhaps also made these complexities a little clearer for the teachers to see.

RE-ORDERING THE OBJECTIVES OF NURSERY EDUCATION

If instead of using the original categories of objectives, we now use the ones that have been shown to exist and are, therefore, not estimates of appropriate groupings of objectives but are *verified* groupings, new calculations can be made of the objectives that nursery teachers stress. The result of these calculations appears in Table 7.

Table 7 Re-ordering of objectives

<i>Area of objectives</i>	<i>Mean</i>
Creative, aesthetic	18.3
Physical development	19.4
Intellectual or cognitive	17.1
General social	18.9
Self-other	21.3
School expectations	19.8

These figures suggest that the child's psychological awareness of himself and others – the beginnings of personality and character development – is the area of objectives most likely to be emphasized.

Next come the areas of objectives concerned with School expectations, Physical development, and General social awareness, with Creative, aesthetic objectives only a little way behind. Finally come Intellectual or cognitive objectives.

It is clear, however, that no great gulf separates any area of objectives from any other. All are considered important, though it is reasonable to infer that some will be given priority, depending on the child and the circumstances. The relatively low rating of objectives categorized as intellectual or cognitive, which stands to a degree in contradiction to the order given to Aim 5, Intellectual, in the previous chapter, tends to underline the nursery teachers' concern to avoid involving the child in too much formal education.

OBJECTIVES AND PURPOSES

Before concluding this part of the research, one question ought to be raised: Was any relationship found between the educational objectives and the educational purpose or aims?

In part a relationship was found by using the same statistical technique, factor analysis, but it was by no means precise (see Appendix H). The Intellectual or cognitive objectives grouped with the Intellectual aim and did so quite clearly; so did the Aesthetic aim group with many of the Creative aesthetic objectives and, to a lesser extent, the General social aim grouped with a number of the Self-other objectives, but not strongly. The remaining aims found no clear grouping. This result is not entirely surprising. The aims were stated at a high level of generality, the objectives at a closely specific level. Between them is a considerable gap. It might have been bridged through a wider range of objectives than the thirty stated. Ideally aims should have a close and intimate relationship to objectives, but objectives, as we have seen, may have more than one facet and this may make them technically elusive to group.

Even though the result is not surprising, it can be argued that the result ought to have been better and that in further research studies of the purposes and objectives of nursery education close attention should be paid to the relationship between aims and objectives.

The aims of nursery education

THE TEACHERS' FREE RESPONSES

In this open-ended section of the questionnaire teachers were asked to state the aims of nursery education as they personally conceived them. A total of 3020 statements were made by 536 teachers. These were sorted into groups according to their similarity of intentions and titles were devised to identify each category. Twelve categories of aims and five of methods were developed. The majority of statements were concerned entirely with aims (70 per cent), 10 per cent described method, and 20 per cent described both.

THE SOCIAL-EMOTIONAL-MORAL AIMS

Statements of aims about the social-emotional-moral development of the child accounted for over 39 per cent of the statements made. These statements were distributed into two categories, according to whether they were concerned with individual, internal, social-emotional-moral development i.e. personality, self-control, independence, etc., or whether they were concerned with external social-emotional-moral development, i.e. group membership.

Table 8 Frequency with which categories of aims and methods were mentioned

<i>Categories</i>	<i>Frequencies</i>	<i>%</i>
<i>Aims</i>		
1. Social-emotional-moral: internal, individual	636	21.1
2. Social-emotional-moral: external, group	548	18.1
3. Intellectual: curiosity, initiative, desire to learn, etc.	317	10.5
4. Aesthetic	243	8.0
5. Physical	197	6.5
6. Home-school: development of relationship between home and school	120	4.0
7. Develop potential	128	4.2
8. All round development: whole child	146	4.8
9. Foundation: preparation for infant school	132	4.4
10. School-internal: school routines, etc.	52	1.7
11. Language development	195	6.5
12. Religious spiritual development	7	.2
<i>Methods</i>		
Through provision of appropriate environment, atmosphere, equipment, etc.	222	7.3
Through personal example of staff	8	.3
Through play activities	25	.9
Through stories, poetry, discussions, etc.	6	.2
Through friendly, stable relationships	38	1.3
	3020	100

Internal, individual, social-emotional-moral aims

'We aim to foster the development of the child as an individual.'

'To encourage self-control and self-confidence and independence.'

'I feel it is very important that each child should be accepted and respected as the individual he is, and it is my first aim to convey to the child that what he is and what he does matters very much to me.'

'I would like to help children to *start* on the way to becoming self-disciplined, happy, confident, and unselfish.'

'My chief aim is that each individual child in my care should . . . become a well-integrated, well-adjusted human being.'

'Emotionally a child is given the opportunity to work out his problems through play.'

'To give the child a sense of security through stable staff relations.'

'To provide a friendly, stable, stimulating environment in which a child may be happy.'

Some 21 per cent of all the statements made by teachers in Section 6 were about the individual aspect of the social-emotional-moral development of the child. The above quotations are taken directly from the questionnaire, and are representative of the teachers' view on this aspect of the child's development. Of these statements 22 per cent indicated a suitable method for achieving the aim (see the final three quotations above). The method most commonly advocated was the provision of a secure, friendly, loving environment or atmosphere (112 statements). Other methods advocated were friendly, stable relationships (15 statements) and play activities (8 statements).

EXTERNAL, GROUP SOCIAL-EMOTIONAL-MORAL AIMS

'We aim to foster the development of the child as a member of society.'

'To help each child make warm stable relationships with other children and adults . . . so that he has every chance of leading a full and happy life.'

'To help the children to live with others and to encourage good friendly relationships.'

'To help the child become a socialized member of the school community.'

'To help him become a good member of the community accepting the needs and rights of others.'

'To help the child mix and co-operate with others.'

'To create an atmosphere where the child learns to be part of a community.'

'To build up a relationship with the child in which he feels safe and secure so that he gains confidence in making relationships with other adults.'

Of the open statements on aims made by the teachers 18 per cent were concerned with the development of the child as a member of society, with his socialization. Eleven per cent of these statements indicated methods for achieving this aim, and again the most frequently advocated method was the provision of a secure, friendly environment or atmosphere (46 statements). The other methods mentioned were friendly, stable relationships (7), play activities (4), and personal example of staff (4). Thus, in the teachers' opinions, the aims they hold concerning the social-emotional-moral aspect of the child's development are best achieved in a secure, happy environment.

THE INTELLECTUAL AIMS

Seventeen per cent of the statements were about the intellectual development of the child. These have been categorized according to whether they were concerned with broad, general intellectual aims, or specifically with language development.

General intellectual aims

'I think it is important for a child to be able to reason – to recognize cause and effect.'

'To help the child become more aware and to foster his curiosity about things and so help him want to learn.'

'Provision of materials, basic materials of clay, paint, water, sand, etc., and also scrap materials to enable the children to experiment and experience and consequently learn through their curiosity and mistakes.'

'To build up perceptual knowledge through direct contact with materials via manipulation, exploration, and experiment which will enable the children to compare, judge, and solve problems.'

General intellectual development comprised over 10 per cent of the teachers' statements on aims. This included development of qualities such as curiosity, enthusiasm, reasoning, the desire to learn, explore, and experiment, rather than the development of specific intellectual skills. Of these statements 36 per cent indicated a suitable method for achieving the aim (see the final two quotations above). The method most frequently mentioned was the provision of a rich, stimulating, well-equipped environment (102 statements). Other methods recommended were play activities (10 statements) and stories, poetry, discussions, etc. (3 statements).

Language development

'To encourage him to express himself clearly and aid language development.'

'To develop speech and ability to communicate.'

'To increase their use of language both in conversation and by listening to stories and poetry.'

'That the environment will stimulate language and communication.'

One aim that was specifically related to the intellectual aspect of the child's progress was language development which accounted for 6 per cent of the statements made. Twenty-two per cent of the statements on language develop-

ment suggested methods of achieving this aim. The most favoured method was that of stories, poetry, and oral work (22 statements).

The other method suggested for furthering this aim was the provision of a rich stimulating environment (17 statements).

THE AIMS FOR FULL DEVELOPMENT

These groups of aims accounted for 9 per cent of the statements made. Two categories were developed for these aims, one concerned solely with statements about the child's potential, and the other with his all-round development.

Development of potential

'To help every child reach its full potential.'

'To help the children to reach their own potential through the various activities provided within a rich play day.'

'To provide an environment where children are encouraged to explore and experiment and develop their potential.'

'To create a stable atmosphere where the child feels secure and can develop his own potential at his own speed.'

Once again teachers suggested the provision of an appropriate environment as the most favoured means of furthering this aim (46 statements) and play activities were mentioned as another method (4 statements).

All-round development

'To help and encourage the child to develop in all aspects, i.e. intellectually, emotionally, socially, and physically.'

'I would like to see the children growing as whole people – not with every aspect of them growing uniformly, but co-ordinatedly.'

'To provide an environment in which the child can develop to the full socially, emotionally, intellectually, and physically.'

'To be a "complete" person able to cope with living – therefore physical and mental skills and emotional development.'

Methods for furthering the all-round development of the whole child were mentioned in 49 per cent of the statements about this aim. Provision of an environment appropriate for all-round development was most frequently indicated (62 statements), while play activities were indicated to a lesser degree (7 statements).

AESTHETIC DEVELOPMENT

'To lead children to an appreciation of beauty in the natural and man-made world.'

'To help the child become aware of the world around by stimulating all five senses and by presenting aesthetic stimuli.'

'To help a child express himself through art and creative activities, including music and drama.'

'Arouse his interest in music, art and drama through play.'

'To provide a friendly, stable and stimulating environment in which a child may develop . . . an appreciation of beauty.'

'To enjoy beauty with the child, whether in the wonder of the world about him, the written word, or an art form.'

'An awareness of the beauty of sound through music and listening.'

'To enjoy and participate in art, music, and drama.'

The aims concerned with aesthetic development accounted for 8 per cent of the statements. Teachers aim to awaken in the child an awareness and appreciation of beauty around him. They provide opportunities for creative work – art, music, and drama were often mentioned – in order that a child may express himself through these media. Methods for furthering the child's aesthetic development were indicated in 24 per cent of these statements; the appropriate environment and materials for aesthetic development being the most favoured method (47 statements), with play activities also being mentioned (8 statements).

PHYSICAL DEVELOPMENT

'To ensure that the children are as physically fit as possible because a sick child cannot enjoy itself or develop fully.'

'Helping him to develop co-ordination in his movements and building up muscular skills and a spirit of adventure.'

'To help the children to be independent in toilet training, in dressing, and in helping each other.'

'To meet the physical needs of children through fresh air, play, and personal hygiene.'

'To provide equipment and activities for his physical development, both large and small muscles.'

'To co-ordinate large muscles and to develop finer muscular skills, thus enabling them to help themselves, e.g. fastening buttons, washing hands, etc.'

'To provide opportunities for outdoor activities so children can develop body skills on climbing apparatus in fresh air.'

'Have hygienic atmosphere and routine so that the child is able to form good habits in cleanliness.'

Teachers see the physical development of the child as involving not only his muscular development and co-ordination but also awareness of hygiene routines, independence in toilet training and dressing, and the development of 'a spirit of adventure'. Their statements of these aims accounted for 6 per cent of statements made. The most favoured method for furthering the child's physical development was the provision of an environment with the appropriate equipment (27 statements), and play activities were also indicated (7 statements).

PREPARATION FOR INFANT SCHOOL/FOUNDATION FOR FUTURE EDUCATION

'If the children stay in nursery class until fully five years, they should be given an approach to number and pre-reading activities. A full year of play is too much (from my experience) without just a little of the above in the third term, to prepare them for life in the infant school proper.'

'To prepare the children for life in a larger community, so that they look forward to the adventure of entering the infant school with pleasure.'

'Prepare them gradually and gently for life in the infant school.'

'To prepare them for further school life.'

'To nurture the pleasure a child derives from coming to the nursery, and sow the seeds of pleasurable anticipation of entry to our infants' school.'

'To prepare him for the infants' school, i.e. simple word and number recognition, use of scissors, pencil, crayons, brush, as soon as he is ready for it.'

'To form a good foundation for all that follows in the next few years, children obviously happy in their environment and with their various pursuits during these hours they spend with us.'

'To help him to adjust to the larger world which he must enter when he commences primary school.'

Teachers consider that a valid aim for nursery education is to prepare the child for his infant school, to lay the foundations for his future education (4 per cent of statements). They are not on the whole specific about what forms the preparation should take, rather they seem to consider that nursery education is in itself preparation for the future.

DEVELOPMENT OF RELATIONSHIP BETWEEN HOME AND SCHOOL

'To create a friendly relationship between school and home, so that both work together for the good of the child, and parents feel free to discuss problems.'

'To establish a link between home and school.'

'To interest the parent in the child's development.'

'To have an interest in their homes and families, and to encourage activities. A good relationship with parents is very important.'

'A friendly atmosphere to encourage understanding between staff and parents.'

'To have a good relationship with the parents as knowledge of the home background helps in the understanding of the child's individual needs.'

'To be always available to talk to parents and strive to help with problems concerning the children.'

'To have daily contact with parents so that the home and school have the mutual purpose of understanding the child.'

Teachers consider that the development of a good relationship between home and school is of ultimate benefit to the child - 4 per cent of their statements are about the link between home and school. They establish this link through friendly relationships (6 statements) and through a friendly school atmosphere (5 statements).

SCHOOL-INTERNAL-SCHOOL ROUTINES, ETC.

'To insist upon consideration for others and thus foster the right attitude to discipline in order to help the child fit in with the routine of the nursery class.'

'To help the child to listen when the child's attention is required.'

'To respect and accept authority.'

'To make the child understand that there are times when there must be immediate obedience.'

'To provide an atmosphere of easy relationships with the staff and fellow pupils with very few rules, but consistency in keeping rules for the benefit of each member of the school.'

'To teach them to respect nursery equipment and help in the general running and tidiness of the nursery.'

'To maintain a happy relationship with all staff for a discontented staff will cause unrest among the children.'

'To have only the minimum of basic rules for safety and general comfort of all concerned.'

The aims relating to the school routine are all concerned with the smooth running of the nursery unit. They are aims about basic rules and discipline, the acceptance of authority by the child and friendly relationships between all concerned. Only 1.7 per cent of the statements made were about these aims.

RELIGIOUS, SPIRITUAL DEVELOPMENT

'To create an awareness of God by the beauty around us.'

'To introduce the children to God – to make them understand that He loves them, and cares for them, through Bible stories, the seasons, and their parents and teachers.'

'To stimulate their faith in prayer and the reality of a God who hears and answers their prayers, because to me the spiritual needs of a nursery child are great and if he is adjusted to God all other problems almost solve themselves.'

'To help their spiritual development and sense of wonder.'

Aims concerning religious, spiritual development accounted for 0.2 per cent of the statements made. We might suppose from this that nursery teachers on the whole do not attempt to influence the child's spiritual development.

METHODS ADVOCATED FOR FURTHERING AIMS

Through provision of the appropriate environment, atmosphere, equipment, materials, etc.

'Appropriate' appears to relate to whatever aim the teacher holds. When the aim is intellectual, the environment/atmosphere is rich and stimulating and the equipment and materials are those that the child can use for experimentation and exploration. When the aim is social and emotional, then the environment is safe, friendly, secure, loving, and happy, and such equipment as clay, sand, and the domestic corner is employed. The appropriate equipment for furthering physical development is often that which exercises muscles and increases co-ordination, while equipment for aesthetic development is paint, musical instruments, dressing-up clothes, etc.

The appropriate environment, according to the teachers, is one in which a child can develop to the full, and where all the groups – parents, teachers, and children unite in a friendly atmosphere.

Some 7.3 per cent of the statements were about this method alone, e.g. 'To create a happy atmosphere', and in 15 per cent of the statements about this method were suggested for furthering an aim, e.g. 'To develop an atmosphere and environment in which every child can progress fully along his own lines.'

Through personal example of staff

This means of achieving an aim was hardly mentioned at all (0.2 per cent of statements) and only 0.3 per cent of statements were about this method alone.

Through play activities

Only 1 per cent of statements favoured play activities as a means of achieving or furthering an aim, e.g. 'That varied and progressive provision of play material and activities will help the children develop intellectually, so that they enjoy reasoning, and delight in discovery, and become seekers after "truth and beauty"', and 9 per cent of statements mentioned the method alone, e.g. 'Provide children with the possibility of full and rich play.'

Through stories, poetry, discussions, etc.

This method was usually suggested (in 1 per cent of statements) in connexion with achieving an intellectual aim, particularly language development, e.g. 'To increase their use of language . . . by listening to stories and poetry', and only 0.2 per cent of statements were about this method alone.

Through friendly, stable relationships

Friendly relationships were favoured as a method of furthering social, home-school, and school-internal aims (1.6 per cent of statements), e.g. 'to develop a very good relationship both with the child and his parents so that the school can help the home and vice versa, and thereby ensure that the child gets the best help possible in both environments'. This method alone was mentioned in 1.3 per cent of statements.

COMPARISON WITH SECTION. 2

The overall general impression gained from this analysis of the personal aims held by nursery teachers seems to link up in part with the results from the earlier analysis of the general aims or purposes of nursery education. However, the range of aims is both wider and less precise. The order in ranking of aims in Section 2 of the questionnaire was:

1. Social/emotional
2. Intellectual
3. Home/school
4. Aesthetic
5. Physical.

The order in ranking of aims arising in this section is:

1. Social/emotional
2. Intellectual

3. Whole child/potential
4. Aesthetic
5. Physical
6. Foundation/preparation for future
7. Home/school
8. School/internal
9. Religious/spiritual.

Though there were more categories of aims in this section than in Section 2, the results of both sections largely substantiate each other. It would be a mistake, however, to place too great a weight on this relationship as the two lists arise from different methods of analysis.

The role of the nursery teacher

In Section 3 of the questionnaire the teachers were asked to say which of four roles approximated most closely their own views of the role of the nursery teacher. The first, **a**, was a role in which the child almost entirely determined the educational activities in which he engaged, and in which the teacher's part was to see that he was safe and happy. In the second, **b**, the teacher played a greater part though the child himself still gave the lead to the educational activities that would be provided. These first two roles may be characterized as 'child-centred' in the sense that it is the child who, in some degree or other, determines the educational activities.

In contrast, the other two roles, **c** and **d**, are 'teacher-centred'. In both these roles the agent of educational action is more the teacher than it is the child: there is an increasing degree of teacher assertion over the educational activities on which the child will be occupied.

Table 9 Teachers' role preferences*

<i>Role</i>	<i>Percentage rating</i>	<i>Summed percentages</i>
a Child-centred: child-directed	5.1	17.5
b Child-centred: teacher-directed	12.4	
c Teacher-centred: child-directed	59.5	82.5
d Teacher-centred: teacher-directed	23.0	

* See Appendix I for complete data.

Table 10 shows how the teachers stated their preference for one of these four roles and quite emphatically there is a preference for 'teacher-centred' roles – for roles in which the teacher plays a clearly defined part. Between the 'teacher-centred' roles, the nursery teachers prefer the role in which the child plays a distinct part to that in which the educational activities are almost wholly teacher-directed.

DIFFERENCES BETWEEN TEACHERS

Differences in the teachers' preferences for each of the four roles are not generally marked but they do exist. Older teachers (over 45) quite strongly preferred the teacher-centred: teacher-directed role, while younger teachers without children of their own almost equally preferred the child-centred: teacher-directed role.*

Such differences in preferences may be no more than a function of age and experience, though they may also be related to differences of view about the nature of childhood. Probably both sets of factors working together are responsible, but from the data available it is impossible to disentangle them.

The nursery education course

The final question, Question 24, of Section 1 of the questionnaire asked which of eleven possible components of a course for nursery teachers were thought to be 'very important', 'important', 'of only minor importance', 'unimportant', or 'irrelevant'. The eleven components include those areas of study that have come to be regarded as part of the academic study of education: the philosophy, psychology, sociology, and history of education together with curriculum studies and the administration and organization of education. In addition, the practice of nursery education, the health and hygiene of the child of nursery age, the practical skills of toy making and the construction of games, and the study of one or more expressive subjects (art, music, drama, etc.), as well as the study of one or more academic subjects were included.

These eleven components of a course in the education of nursery teachers cannot be considered as inclusive of *all* possible components. They might, however, be thought of as *those components that come first to mind in the contemporary context of teacher education*, and it is in relation to this assumption

* See also C. E. Moustakas and M. P. Berson, *The Young Child in School* (Wm Morrow, New York, 1956) who, in a study of the attitudes of teachers from 222 nursery schools and 90 day-care centres towards the theory and practice of nursery teaching, found that teachers subscribed to child-centred *theory* and authoritarian *practice*. To some extent the limited findings of this study suggest comparable conclusions.

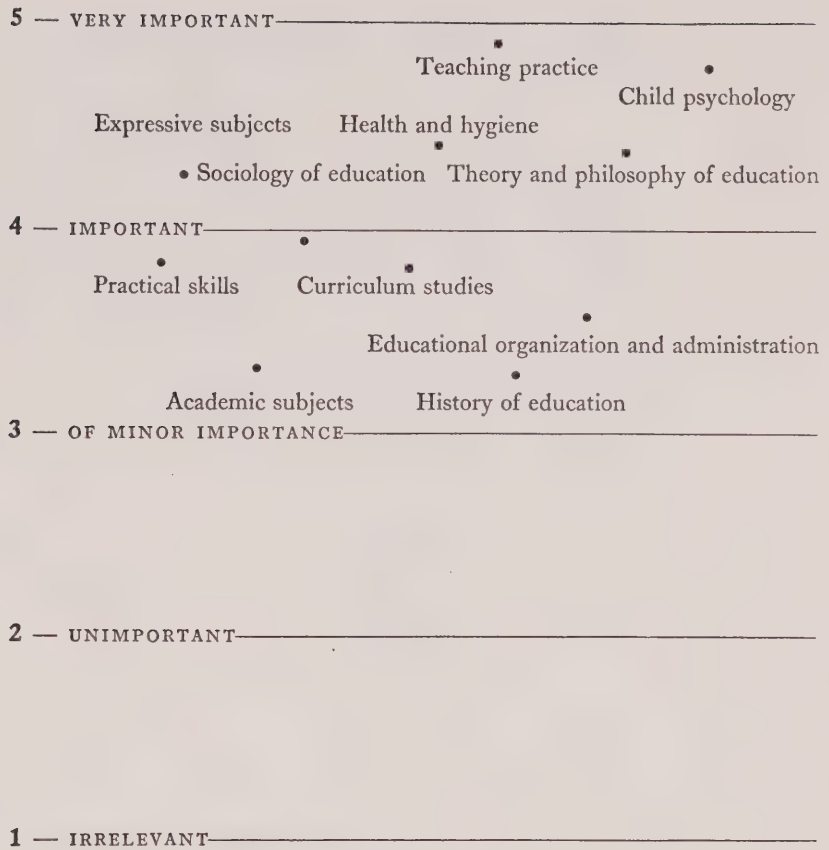


Fig. 2. Mean rating of components of nursery education courses

With the exception of the study of one or more academic subjects, there is a reasonable to good level of agreement about the relative rating of *all* eleven components. Given this background to the teachers' rating, it is now possible to look at the level of importance given to each of the components of a course. Figure 2 shows this in relation to the rating scale employed.

None of the eleven components is judged to be either 'irrelevant' or 'un-

important' and only the study of one or more academic subjects, history of education, and educational organization, approach ratings close to 'of minor importance'. Four components – practice in nursery teaching, child psychology, theory and philosophy of education, and health and hygiene – were rated between 'important' and 'very important'.

If one looks at the column 'Percentage rated "very important"' (Table 10) a more striking emphasis emerges. Practice in nursery teaching with 90 per cent of all its ratings as 'very important' and child psychology with 78 per cent stand out as the two salient components of a course in nursery education. The history of education, the study of one or more academic subjects, and educational organization stand out as the least salient components. Even so it must be borne in mind that *all* eleven components receive some 'very important' ratings and that there is, therefore, no warranty for rejecting any component.

'What kind of balance among *all* components does the data suggest?' is the relevant question, not 'What components can be left out?' An estimate, albeit speculative, of the balance can be arrived at by taking the 'very important'

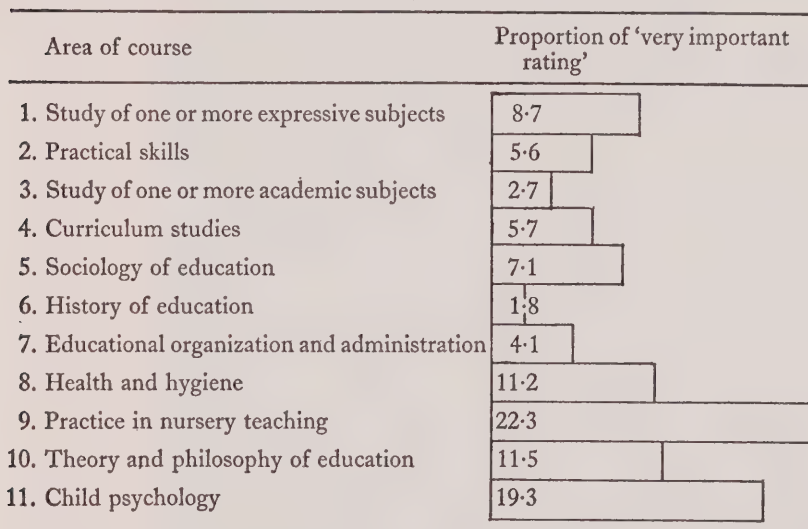


Fig. 3. The proportion of all 'very important' ratings for each component of a nursery education course

ratings for each component *as a proportion of all 'very important' ratings* and basing the balance on this. This has been done in Figure 3.

This analysis suggests two major components: teaching practice and child psychology; two intermediate components: philosophy and theory, and health and hygiene; several subsidiary components: one or more expressive subjects, the sociology of education, curriculum studies, practical skills, and educational organization and administration; and two optional components: the study of one or more academic subjects, and the history of education.

The analysis also suggests, because of the considerable weight it gives to the practice of nursery teaching and to child psychology, that a course in the education of nursery teachers should involve a great deal of work in nursery schools not only for the practice of those skills and capabilities necessary for the development of effective teaching but also to provide substance in the form of case studies for a course in child psychology. The weight that is given to educational theory and philosophy might also be taken to suggest that neither practice in nursery teaching nor the study of child psychology should be engaged in without the appropriate framework of theory.

The very low proportion of 'very important' ratings accorded to the study of one or more academic subjects suggests the need for a reappraisal of the conventional college of education course with its emphasis on the study of one or more academic subjects either 'for its own sake' or 'for the personal development of the student'. Such study is seen as of relatively minor importance by the majority of nursery teachers.

On the other hand, the study of one or more expressive subjects – art, music, dance, and drama – does seem to have merit in the eyes of nursery teachers and to be vocationally relevant, and there is no reason to suppose that such subjects could not make an appeal through both the feelings and the intellect and so contribute to the personal development of the student nursery teacher.

The relatively low proportions accorded to the sociology of education and to curriculum studies may be due to their being of only recent development within the study of education, and to the uncertainty that sometimes surrounds the role of the nursery teacher in engaging in 'formal' education. No doubt the sociology of education will find a more important place as the concept of childhood socialization gains more currency in the field of nursery education. The issue of the degree and kind of 'formal education' to be engaged in within nursery schools is likely to remain an area of controversy for some time to come though, as will be seen from the analysis (p. 34) of the skills to be cultivated in children by the nursery teacher, some clarification is possible.

SOME DIFFERENCES OF VIEW

As was pointed out earlier in this section, the teachers were not entirely agreed among themselves on the rating to be accorded to each of the components of a course in nursery education. In order to explore the differences between them an analysis was undertaken to estimate where these differences arose.

Age was one factor, marital status, and period of training were others. Younger teachers emphasized to a greater extent than older teachers the importance of curriculum studies, whereas older teachers emphasized the importance of health and hygiene. Single teachers emphasized the study of one or more academic subjects and practice in nursery teaching to greater extent than married women, and teachers trained since 1950 emphasized curriculum studies and the sociology of education to a greater extent than teachers trained before 1950. The differences in emphasis, though not marked, do tend to suggest that curriculum studies and the sociology of education ought perhaps be accorded more importance in future courses in nursery education than they have been in the past. The differences do not suggest, however, that the earlier analysis is in need of any but marginal revision.

The need for nursery education*

THE TEACHERS' PRIORITIES

Section 4 of the questionnaire asked the teachers to judge on a four-point scale the desirability of nursery education for fifteen distinct groups of children and to give their opinion about the proportion of the nursery-school intake that 'should be composed of ordinary children without special problems'. They were also asked to indicate those groups of children who 'should ideally be catered for by some provision *other* than nursery education'.

Figure 4 gives the mean rating for each of the fifteen groups of children and suggests that nursery teachers judge nursery education to be generally desirable for *all* fifteen categories. For six of the fifteen groups nursery education is judged to be 'very desirable' or 'essential': 'children from educational priority areas', 'non-English-speaking immigrant children', 'children who live in institutions', 'children from high-rise flats', 'children with emotional problems', and 'children from deprived homes'. The nursery teachers judged that it was desirable, but less so than for other groups of children, to provide nursery education for 'children from normal homes', 'children from large families', 'mentally handicapped children', 'children whose mothers would like time away from them' and 'gypsies, canal, and fair-ground children'.

* Full data for this section are given in Appendix J.

Rating

4 — ESSENTIAL

- Educational Priority Areas
- High-rise flats
- Deprived homes
- Immigrant children
- Emotional problems
- Physically handicapped
- Working mothers
- Institutionalized children
- Only children
- Gifted children

3 — DESIRABLE BUT NOT ESSENTIAL

- Normal homes
- Large families
- Mothers free*
- Gypsies, canal, fair-ground children
- Mentally handicapped

2 — DESIRABLE BUT NOT NECESSARY

1 — NOT DESIRABLE

Fig. 4. Mean rating of judged desirability of nursery education, for fifteen groups of children

Quite clearly some form of privation, personal or social but not physical or mental, is a factor that weighs strongly when teachers judge the level of need for nursery education. This can be seen most clearly by concentrating attention on the percentage of 'essential' ratings for each of the fifteen groups of children given in Figure 5.

Here it can be seen that, though all groups of children receive some 'essential' ratings, five receive more than 60 per cent of all their ratings as 'essential': children from Educational Priority Areas, non-English-speaking immigrant children, children from high-rise flats, children with emotional problems, and

* For purposes of presentation this is an abbreviation for 'children whose mothers would like time away from them'.

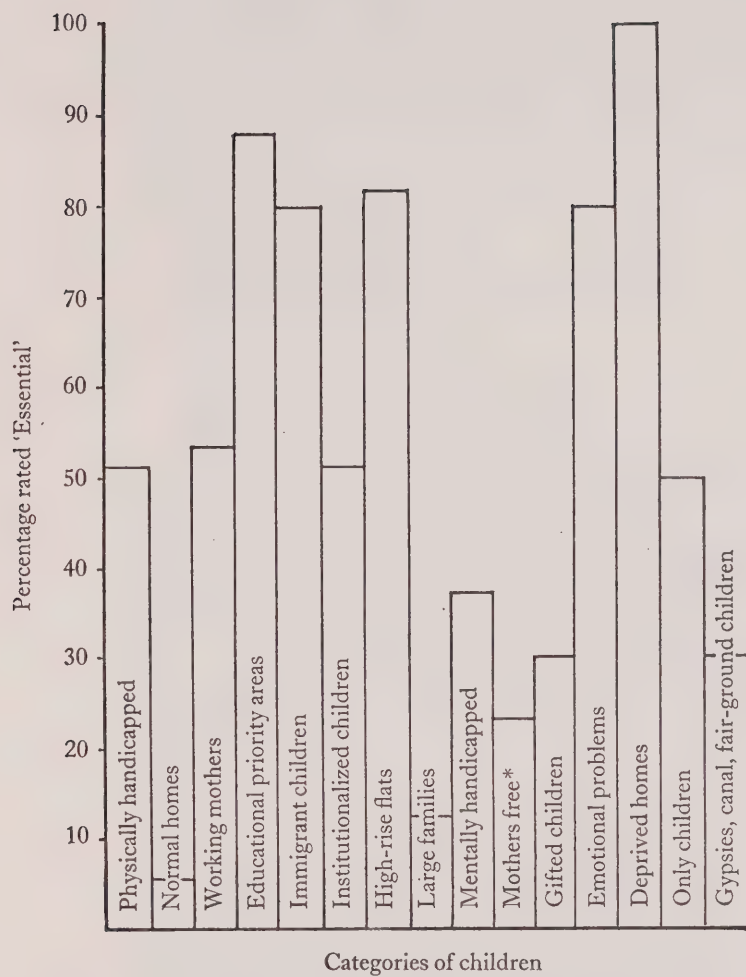


Fig. 5. Need for nursery education based on percentage rated 'essential'

children from deprived homes. Each of these groups is either socially or personally deprived other than by physical or mental handicap.

In the judgement of the teachers some provision other than nursery education ought to be made for mentally handicapped children (79 per cent of the teachers stated this) and for physically handicapped children (45 per cent). They also considered, but to a lesser extent, that such provision ought also to be made for non-English-speaking immigrant children, and for gipsy, canal, and fairground children.

From the structure of the teachers' judgement high priority for nursery education would seem to be warranted for:

- children from deprived homes
- children from high-rise flats
- non-English-speaking immigrant children and
- children with emotional problems.

Only a low priority is given to:

- children from normal home backgrounds
- children from large families and
- children whose mothers would like to be away from them.

COMPOSITION OF THE NURSERY SCHOOL INTAKE

Table 11 shows how nursery teachers see the composition of the nursery-school intake in terms of the proportion of ordinary children without special problems. The teachers are not entirely agreed, though it is clear that the greater majority would wish the composition of the intake to be made up of 50 per cent or more of normal children. This suggests that nursery teachers are generally willing to undertake to cope with a fair proportion of children with special problems but would prefer them to be in a minority in their nursery schools or classes.

Table 11 Percentage of nursery-school intake of children without special problems

	100%	75%	50%	25%	10%	0%
Percentage responses	2.3	70.3	22.2	4.0	0.7	0.5

Nursery teachers have their priorities and these concern in the main children suffering one or other form of social deprivation, though it is clear that they are also ready to cope to a fair extent with children with personal and special

problems. There is, however, one important difference among the teachers. Younger teachers tend generally to emphasize the need for nursery education to a greater extent than older teachers, and this is particularly so in the case of the younger, single, women teachers. In at least eight of the fifteen groups of children the differences between younger, single, women teachers and older, married, women teachers were very marked. Younger, single teachers also suggested that there should be a higher proportion of ordinary children without special problems in the nursery-school intake than did older, married, women teachers.

It is difficult to say precisely why these differences have arisen. It may be lack of awareness on the part of younger, single teachers of the role of the home in the early education of children, or their conviction that nursery education is increasingly important in the development of children in a sophisticated and complex society.

IN SUMMARY

This part of the study indicates the extent to which nursery teachers consider nursery education desirable for different groups of children, and it is clear that in their judgement it is generally desirable for all groups. The teachers, however, have their priorities though it has not been possible to indicate the justifications for these other than by suggesting that they relate to an aspect of deprivation.

In another sense the teachers also have their priorities for the intake of nursery schools and classes; they feel that at least half of the intake should be composed of children without special problems. This priority suggests that though nursery teachers are ready to undertake the education of a good proportion of deprived children, they conceive the nursery school or class as the place for the education of at least an equal proportion of normal children.

It is not known with any certainty what proportion of children receiving nursery education are children with special problems. The impression gained is that there are cases where this is quite high and that some nursery teachers are totally engaged in providing special educational treatment. There may well be justifications for this but the justifications are not always made explicit. The need for explicit criteria is great in the present situation of the scarcity of nursery education. Such criteria tend to determine both the nature and the direction of development in nursery education and, because this is so, discussion of their implications is essential.

This part of the study has raised such issues from the point of view of the nursery teacher. Other researches might well explore the views of social workers and others concerned with the need to provide early education.

V. Conclusions

Main findings

This research has been concerned to report what a national sample of nursery teachers judge to be the aims and objectives of nursery education. It also reports their views on their own role as teachers, on their priorities for nursery education, on the kind of course they consider appropriate for the initial education of intending nursery teachers, and on their own need for in-service education. It reports a profession's views about what it is attempting to do and how it thinks about professional issues. As such it is a necessary contribution to the general understanding of the role and function of nursery education in a national system of education.

From the research emerges a picture of a strongly committed, professional group with powerful vocational motives which sees nursery education as necessary for most groups of children but most particularly for children who are in some way socially or personally deprived. It sees as its major purpose the social education of the young, particularly that form of social education through which personality and character begin to develop. But other purposes and objectives are seen as only a little less important provided that these do not involve the teacher in 'formal' education. For the nursery teacher 'formal' education is not seen as central in the education of the very young child.

In educating her charges the nursery teacher sees herself as having an authoritative role in an educational environment, a role that focuses attention on the needs of each individual child, and she sees as relevant in the education of the nursery teachers a course that concentrates on teaching practice and on an understanding of the psychology of the young child within a framework of theory.

There is some indication of a 'generation gap' within the profession. Older nursery teachers have been a little less vocationally motivated than younger teachers, are marginally more likely to assume an authoritarian teaching role, and may not yet see clearly the relevance of educational sociology to the professional education of the nursery teacher.

In general nursery teachers have a reasonable degree of support from the educational advisory service and fair opportunity for in-service education. Most teachers feel a need for such in-service education, partly to bring themselves

up to date with new developments and partly to make contact and exchange professional views with other teachers. Many, given the opportunity, would embark on relevant long-term courses of study though few, it seems, would seek the opportunity for advanced qualifications.

Next steps

This research has indicated unresolved contradictions and complexities in the field of nursery education. In particular it has been unable to establish a clear relationship between the major purposes of nursery education and the objectives by which these purposes are translated into educational practices. This may have arisen because of the limited range of objectives that the teachers were asked to rate, but it is more likely to have arisen from the difficulties of translating broad statements of educational intent into specific aspects of practical action. It may be that the only way to show a clearer relationship than has been shown in this study between broad aim and specific intent is to show it at the level of practice in the nursery school and class. It is in this direction that any succeeding research into the aims and objectives of nursery education should look.*

One particular area of objectives, that concerned with intellectual capabilities and 'formal education', about which nursery teachers show a degree of uncertainty, merits greater clarification than has been achieved in this study. Such clarification may only be partially achieved by further study of the attitudes of nursery teachers towards such objectives. Greater understanding of the value of these objectives is more likely to come from observation and controlled experimental work in the nursery school and class.†

Several other areas also seem to warrant further study: the provision for nursery teachers of in-service education and an examination of its nature, including a closer look at why nursery teachers in general are not seeking further qualifications, and an assessment of the initial course of education for nursery teachers.

On a wider front altogether, studies of the groups of children who do receive nursery education are needed, as are studies of the opinions of a wide range of

* Work of this kind has recently been started in Sweden; see 'Investigations on the subject of nursery school methodology', *School Research Newsletter* 1970: 20, June 1970 (National Board of Education, Stockholm).

† In the USSR and in the USA both studies of and the active engagement of the under-fives in intellectual education are taking place, especially in language; see C. Bereiter, and S. Englemann, *Teaching Disadvantaged Children in Pre-School* (Prentice-Hall, New Jersey, 1966) and J. Owen, 'Curriculum innovation in the USSR', *Journal of Curriculum Studies*, 1, November 1969, 219-29.

people, both expert and lay, about which groups of children should receive nursery education and what purposes their education should serve. Such researches would make a useful contribution to the public discussion of the provisions and value of nursery education.

This study has revealed only a little of how the nursery teachers perceive their role. Further research into the role conception of the nursery teachers, their role conflicts, and the degree to which they perceive their role as narrow or diffuse is needed. In particular, studies of the extent to which nursery teachers see their role as comparable to or different from that of the social worker, the parent, the primary-school teacher, and others concerned with the well-being of the young child are needed.

Appendices

Appendix A The open-ended questionnaire

AIMS OF NURSERY EDUCATION PROJECT

A large number of studies have shown that information gained from all of the following questions has considerable relevance to teachers' opinions. It will be of very great value if you answer all of the questions. However, if there is any question which you do not care to answer, please indicate by putting a line through it.

*Please tick
where
appropriate*

- | | | |
|---|-------------|--------------------------|
| 1. Would you like your name to be included in the list of participants when the project report is submitted to the Schools Council? | Yes | <input type="checkbox"/> |
| | No | <input type="checkbox"/> |
| 2. Sex | Male | <input type="checkbox"/> |
| | Female | <input type="checkbox"/> |
| 3. Age group | 23 or under | <input type="checkbox"/> |
| | 24-29 | <input type="checkbox"/> |
| | 30-36 | <input type="checkbox"/> |
| | 37-50 | <input type="checkbox"/> |
| | 51-60 | <input type="checkbox"/> |
| | 61 or over | <input type="checkbox"/> |
| 4. Marital status | Single | <input type="checkbox"/> |
| | Married | <input type="checkbox"/> |
| 5. Do you have any children of your own? | Yes | <input type="checkbox"/> |
| | No | <input type="checkbox"/> |

6. Which of the following did you attend as a pupil or student?

**Qualifications obtained
(where relevant)*

PRIMARY STAGE

- Nursery school ☐
- Infant school ☐
- Junior school ☐
- Independent school ☐

SECONDARY STAGE

- Secondary modern school ☐
- Grammar school ☐
- Comprehensive school ☐
- Independent school ☐
- Other (please specify) ☐

FURTHER OR HIGHER STAGE

- Technical college ☐
- College of commerce ☐
- College of further education ☐
- Other (please specify) ☐
- College of education ☐
- University ☐

7. War or National Service? Yes ☐ How long? ☐
No ☐

8. At what age did your parents finish their full-time education?

Mother *Father*

- | | | |
|-------------|--------------------------|--------------------------|
| 15 or under | <input type="checkbox"/> | <input type="checkbox"/> |
| 16-17 | <input type="checkbox"/> | <input type="checkbox"/> |
| 18-19 | <input type="checkbox"/> | <input type="checkbox"/> |
| 20 or over | <input type="checkbox"/> | <input type="checkbox"/> |

9. In which category is or was your father's occupation?
1. Employers, managers, occupations requiring a university degree or equivalent. ☐
 2. Occupations requiring a higher qualification other than a degree or its equivalent, or self-employed. ☐
 3. Service occupations (shops, offices, etc.) foremen, supervisors, manual occupations that require considerable and specific skills. ☐
 4. Occupations requiring light but specific skills. ☐
 5. All other manual occupations. ☐
10. Did you go into teaching as a mature entrant? (i.e. did at least one year elapse between leaving school and entering college of education or university?)
- | | |
|-----|--------------------------|
| Yes | <input type="checkbox"/> |
| No | <input type="checkbox"/> |
11. Which of the following motives for entering teaching apply to you? Please put a tick against each one that is relevant to you. Please put *two* ticks against each of the two most important to you. Leave blank any that do not apply to you.
- | | |
|--|--------------------------|
| Interesting work | <input type="checkbox"/> |
| Good prospects | <input type="checkbox"/> |
| Opportunity to pursue interest in a particular subject | <input type="checkbox"/> |
| Security | <input type="checkbox"/> |
| Freedom to organize much of own work | <input type="checkbox"/> |
| Liking for teaching | <input type="checkbox"/> |
| Occupation with status | <input type="checkbox"/> |
| Good hours and holidays | <input type="checkbox"/> |
| Family or school pressure | <input type="checkbox"/> |
| To work with children | <input type="checkbox"/> |
| Worthwhile work | <input type="checkbox"/> |
| Little or no alternative | <input type="checkbox"/> |
| Attraction of going to college | <input type="checkbox"/> |
| Salary | <input type="checkbox"/> |

12. How long have you been teaching?

- Under 1 year ☐
- 2-4 years ☐
- 5-10 years ☐
- 11-30 years ☐
- 31-40 years ☐
- Over 40 years ☐

13. How long have you been teaching children of under 5 years of age?

- Under 1 year ☐
- 2-4 years ☐
- 5-10 years ☐
- 11-30 years ☐
- 31-40 years ☐
- Over 40 years ☐

14. How long have you been in your present position?

- Under 1 year ☐
- 2-4 years ☐
- 5-10 years ☐
- 11-30 years ☐
- 31-40 years ☐
- Over 40 years ☐

15. Has your teaching experience been with:

- Nursery children ☐
- Infant children ☐
- Junior children ☐
- Secondary children ☐

16. What is your present position?

- Headteacher ☐
- Deputy headteacher ☐
- Head of department ☐
- Other graded post of special responsibility ☐
- Assistant teacher without special responsibility ☐
- Probationary teacher ☐

17. Please indicate the socio-economic background of pupils. The difficulty of making such an assessment is appreciated but an indication of background would be useful.

- Middle class ☐
- Mixed intake but mainly middle class ☐
- Mixed intake: about 50% working class, 50% middle class ☐
- Mixed intake but mainly working class ☐
- Working class ☐

18. At the conclusion of your career, would you:

*have a
like to reasonable
be anticipation
of being*

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | in the same appointment as at present |
| <input type="checkbox"/> | <input type="checkbox"/> | in the same grade of appointment in another school |
| <input type="checkbox"/> | <input type="checkbox"/> | a headteacher |
| <input type="checkbox"/> | <input type="checkbox"/> | a college of education lecturer |
| <input type="checkbox"/> | <input type="checkbox"/> | an LEA inspector or adviser |
| <input type="checkbox"/> | <input type="checkbox"/> | an Her Majesty's Inspector of Schools |
| <input type="checkbox"/> | <input type="checkbox"/> | in special schools or services, e.g. ESN school, child guidance |
| <input type="checkbox"/> | <input type="checkbox"/> | an NUT or an NAS full-time official |
| <input type="checkbox"/> | <input type="checkbox"/> | any other occupation for which teaching has been a relevant preparation (please specify) |
| <input type="checkbox"/> | <input type="checkbox"/> | any other occupation not connected with teaching (please specify) |

19. Do you prepare work out of school hours?
- | | |
|--|--------------------------|
| Never | <input type="checkbox"/> |
| Very occasionally | <input type="checkbox"/> |
| Moderately (often about once a week) | <input type="checkbox"/> |
| Frequently (two or three times a week) | <input type="checkbox"/> |
| Very frequently (every evening) | <input type="checkbox"/> |

20. Do you attend courses of any kind connected with education?
- | | |
|-------------------------------------|--------------------------|
| Never | <input type="checkbox"/> |
| Very occasionally (once in 5 years) | <input type="checkbox"/> |
| Moderately often (once in 2 years) | <input type="checkbox"/> |
| Frequently (once or twice a year) | <input type="checkbox"/> |
| Very frequently | <input type="checkbox"/> |

21. What do you think children in your class (or school, in the case of head-teachers) are gaining from their nursery education?
- Tick all that you think are relevant and put two ticks against the gain you think most important.

- | | |
|--|--------------------------|
| Ability to mix with others | <input type="checkbox"/> |
| Stimulation of interests | <input type="checkbox"/> |
| A good foundation for primary work | <input type="checkbox"/> |
| Self-confidence | <input type="checkbox"/> |
| Training in behaviour | <input type="checkbox"/> |
| Enjoyment | <input type="checkbox"/> |
| A desire to succeed | <input type="checkbox"/> |
| Opportunity to discover and use potential | <input type="checkbox"/> |
| Wider experience than most homes can provide | <input type="checkbox"/> |
| A favourable attitude to school | <input type="checkbox"/> |

22. How many children in your class (or school in the case of headteachers) do you know the following facts about?

	<i>All of the children</i>	<i>About three- quarters</i>	<i>About one- half</i>	<i>About one- quarter</i>	<i>Few or none</i>
Whether both parents are living and together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Father's occupation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Whether the mother works	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The number of brothers and sisters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Whether there are any special problems at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of parental care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Whether the child has any kind of disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education provision made by the parents (books, outings, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Degree of parents' interest in the child's education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents' attitude to education generally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. How many parents of children in your class (or school in the case of headteachers) have you met?

	<i>Mothers</i>	<i>Fathers</i>
All	<input type="checkbox"/>	<input type="checkbox"/>
About three-quarters	<input type="checkbox"/>	<input type="checkbox"/>
About one-half	<input type="checkbox"/>	<input type="checkbox"/>
About one-quarter	<input type="checkbox"/>	<input type="checkbox"/>
Few or none	<input type="checkbox"/>	<input type="checkbox"/>

24. Do you think nursery schools: (please tick one)

<i>are primarily</i>	<i>should be primarily</i>
--------------------------	--------------------------------

☐☐

a helpful step from home to infant school

☐☐

a welfare service for children with special difficulties

☐☐

a valuable introduction to education

☐☐

a place where children can have good facilities for play

☐☐

a child-minding service

☐☐

a desirable educational experience for 3- to 5-year-olds.

25. What does education mean primarily to you?

1. A valuable service to the children you teach

☐

2. A factor of major importance to the economic well being of the community

☐

3. A factor of major importance to the social well being of the community.

☐

26. What, in your opinion, are the aims of nursery education? Would you please express these as a list of statements numbered 1, 2, 3, etc.

Appendix B The final questionnaire

AIMS OF NURSERY EDUCATION PROJECT

This questionnaire consists of six sections. Please read the instructions to each section before completing it.

Most of the sections ask you to give a rating of an issue of importance in nursery education. Please do your best to complete them frankly. All the ratings have been tried out with practising teachers like yourself and they have found it possible to complete them satisfactorily.

Section 1

Please answer the following questions by placing a tick in the appropriate box.

- | | | |
|--|---|--------------------------|
| 1. What age group are you? | Under 25 | <input type="checkbox"/> |
| | 25-34 | <input type="checkbox"/> |
| | 35-44 | <input type="checkbox"/> |
| | 45-54 | <input type="checkbox"/> |
| | 55 and over | <input type="checkbox"/> |
| 2. Are you single or married? | Single | <input type="checkbox"/> |
| | Married | <input type="checkbox"/> |
| 3. Do you have any children of your own? | Yes | <input type="checkbox"/> |
| | No | <input type="checkbox"/> |
| 4. Tick those of the following that describe your qualifications for teaching. | Teaching certificate | <input type="checkbox"/> |
| | Teaching certificate plus advanced diploma in education | <input type="checkbox"/> |
| | University degree | <input type="checkbox"/> |
| | Postgraduate diploma or certificate in education | <input type="checkbox"/> |
| 5. Have you a National Nursery Examination Board certificate? | Yes | <input type="checkbox"/> |
| | No | <input type="checkbox"/> |

6. If you have a teaching certificate,
how long was your course? 1 year ☐
2 years ☐
3 years ☐
7. When did you take the major part
of your professional training? Before 1935 ☐
1935-1943 ☐
1944-1950 ☐
1951-1959 ☐
After 1960 ☐
8. Please tick those of the following
courses which were included as a
major part of your teacher-training. Nursery ☐
Infant ☐
Junior ☐
Secondary ☐
9. (a) Please tick those of the follow-
ing motives for entering teaching
which applied to you. Interesting work ☐
Good prospects ☐
Opportunity to pursue interest
in a particular subject ☐
You may tick as many as were
relevant to you. Security ☐
Freedom to organize much of
own work ☐
(b) Please place a circle around the
two motives which for you were
most important. Liking for teaching ☐
Occupation with status ☐
Good hours and holidays ☐
Family or school pressure ☐
To work with children ☐
Worthwhile work ☐
Little or no alternative ☐
Attraction of going to college ☐
Salary ☐
Work you could do best of all ☐
To help disadvantaged child-
ren ☐
Any other ☐
(please specify below)

16. What is your present position? Headteacher ☐
Deputy headteacher ☐
In the box below please indicate to Head of department ☐
the nearest full year how long you Other graded post of special ☐
have held this position. responsibility ☐
Class teacher ☐
☐ Probationary teacher ☐
17. Which one of the following de- Ideal ☐
scribes your school building and Very good on the whole ☐
facilities as an environment for Adequate ☐
nursery education? Limited ☐
Very poor ☐
18. Do you have an LEA nursery or Yes ☐
nursery/infant adviser? No ☐
19. Do *you* feel a need for in-service Yes ☐
training? No ☐
20. If yes, what kind of in-service training do you feel a need for?
.....
.....
.....
.....
21. Are there opportunities for in-service training in your area? Yes ☐
No ☐
22. Do you have an active, local Nursery School Association Yes ☐
branch? No ☐
23. Are you a member of any organization concerned with Yes ☐
nursery education, e.g. Nursery School Association, No ☐
Teachers' Council, NUT, or others?

24. Which of the following components of an education course for nursery teachers do you consider to be most important and least important. Please use the following scale:

Very important	5
Important	4
Of only minor importance	3
Unimportant	2
Irrelevant	1

1. Study of one or more expressive subjects, e.g. art, music, dance, drama, etc. ☐
2. Practical skills, e.g. toy making, construction of games, etc. ☐
3. Study of one or more academic subjects, e.g. English, mathematics, science, etc. ☐
4. Curriculum studies, e.g. teaching of language, number, etc. ☐
5. Sociology of education, e.g. family structure, etc. ☐
6. History of education, e.g. rise in importance of nursery education, etc. ☐
7. Educational organization and administration, e.g. the law concerning nursery education, the management of nursery schools, etc. ☐
8. Health and hygiene, e.g. physical growth of child, childhood ailments, etc. ☐
9. Practice in nursery teaching, e.g. in nursery schools and classes, etc. ☐
10. Theory and philosophy of education, e.g. aims and purposes of nursery education, main theories, etc. ☐
11. Child psychology, e.g. child development, normal intellectual growth, mental health, etc. ☐

Section 2

Purposes of nursery education. Below there are five statements about the purposes of nursery education.

By general consent *all* are important. Will you please read all of them carefully and, when you have read them, indicate the order of priority you would give them by putting a 1 against the purpose you would stress most, other things being equal, down to 5 for the purpose you would stress least.

1. The purpose of nursery education is to provide opportunities for the child to experiment with a variety of materials in the fields of art and music, to encourage him to be creative and expressive in his own way, and to stimulate in him a growing awareness and appreciation of beauty in whatever form it occurs. ☐
2. The purpose of nursery education is to create an atmosphere in which staff and parents can develop an easy relationship, where the staff can awaken in the parents a fuller understanding of the needs of young children and of ways of making the child's educational life smoother and happier, thus acting as an extension of the home and enriching the life of both school and home through mutual experience. ☐
3. The purpose of nursery education is to create an environment where the staff is trained to understand the needs of young children, to help each child make warm, stable relationships with other children and adults, to encourage responsibility and consideration for others and to help build self-confidence, independence, and self-control so that he has every chance of leading a full and happy life. ☐
4. The purpose of nursery education is to help the child use his body effectively by developing motor and manipulatory co-ordination and skills, and to meet his physical needs through the provision of fresh air, space to play and sleep, good food, training in personal hygiene, and regular medical inspection, so that the child develops physical skills and a healthy body at his own pace. ☐

5. The purpose of nursery education is to provide an environment in which a child has scope to explore and experiment, and to encourage his intellectual development by fostering the use of language, by helping him to learn how to learn, by stimulating his natural curiosity, and by encouraging the development of the ability to form concepts, so that in time he may use his intellectual powers to the full. ☐

Section 3

Role of the nursery teacher. Please tick one of the following statements about the role of the nursery teacher that approximates most closely your views on *your* role as a nursery teacher.

The role of the nursery teacher is to create a safe, happy, stimulating, child-centred environment in which:

- a the child chooses for himself those activities he wishes to do, and so develops his potential in his own way at his own pace; ☐
- b the child can develop his potential and in which the teacher guides, helps and encourages the child to do those things the child wishes to do; ☐
- c the child can develop his potential and in which the teacher guides, helps, and encourages the child to do those things the child wishes to do, and to do certain things that the teacher considers are desirable for the child to do; ☐
- d the child can develop his potential and in which the teacher not only guides, helps, and encourages the child but also ensures that the child does certain things that the teacher considers are desirable for him to do. ☐

Section 4

Please read the list below.

When you have done this, please indicate, by using the following rating scale, how you rate the needs of each group of children for nursery education. (It is understood that, however you regard the needs of these different groups of children, you would wish to preserve a balanced intake.)

- Nursery education is essential for these children. 4
 Nursery education is very desirable but not essential for these children. 3
 Nursery education is desirable but not necessary for these children. 2
 Nursery education is not desirable for these children. 1

	<i>Rating</i>	<i>X</i>
A. Physically handicapped children with normal intelligence.	<input type="checkbox"/>	<input type="checkbox"/>
B. Children from normal home backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>
C. Children whose mothers go out to work.	<input type="checkbox"/>	<input type="checkbox"/>
D. Children from Educational Priority Areas.	<input type="checkbox"/>	<input type="checkbox"/>
E. Non-English-speaking immigrant children.	<input type="checkbox"/>	<input type="checkbox"/>
F. Children who live in an institution.	<input type="checkbox"/>	<input type="checkbox"/>
G. Children from high-rise flats.	<input type="checkbox"/>	<input type="checkbox"/>
H. Children from large families.	<input type="checkbox"/>	<input type="checkbox"/>
I. Mentally handicapped children.	<input type="checkbox"/>	<input type="checkbox"/>
J. Children whose mothers would like time away from them.	<input type="checkbox"/>	<input type="checkbox"/>
K. Gifted children.	<input type="checkbox"/>	<input type="checkbox"/>
L. Children with emotional problems.	<input type="checkbox"/>	<input type="checkbox"/>
M. Children from deprived homes.	<input type="checkbox"/>	<input type="checkbox"/>
N. Only children.	<input type="checkbox"/>	<input type="checkbox"/>
O. Gipsies, canal children, fairground children.	<input type="checkbox"/>	<input type="checkbox"/>

When you have done this, please look back through the list and put an X against any group of children whom you consider should ideally be catered for by some provision OTHER than nursery education.

In your opinion what proportion of a nursery-school intake should be composed of ordinary children without special problems?	100%	<input type="checkbox"/>
	75%	<input type="checkbox"/>
	50%	<input type="checkbox"/>
	25%	<input type="checkbox"/>
	10%	<input type="checkbox"/>
	None	<input type="checkbox"/>

Section 5

The following statements are about skills that a nursery teacher could help her children achieve.

Would you please read the list of statements, and by using the following scale, indicate the degree to which you emphasize the skills in your school:

It is extremely important for me to help the child to achieve this. 4

It is important for me to help the child to achieve this. 3

It is important for me to help the child to achieve this but only to a small extent. 2

It is not important for me to help the child to achieve this. 1

1. To help the child become expressive through art, music, and drama. ☐
2. To help the child to develop and co-ordinate his large muscles through climbing, throwing, jumping, etc. ☐
3. To help the child to develop an easy relationship with the staff. ☐
4. To help the child substitute verbal expression for aggressive feelings such as hitting, biting, etc. ☐
5. To help the child fit in with the routines of the nursery school. ☐
6. To help the child to measure, count, match sets, add and subtract small quantities. ☐
7. To help the child develop a desire to participate in art, music, or drama. ☐
8. To help the child to explain ideas and convey information. ☐
9. To help the child become aware of beauty in his life. ☐
10. To help the child develop controls from within. ☐
11. To help the child share teacher's attention with other children. ☐
12. To help the child begin to distinguish what he finds beautiful. ☐
13. To help the child become creative through art, music, and drama. ☐
14. To help the child reason – e.g. to notice what things cause other things. ☐
15. To help the child become more independent. ☐
16. To help the child listen and follow simple directions from the teacher. ☐
17. To help the child come to accept himself and his feelings. ☐
18. To help the child develop confidence in using his body effectively. ☐
19. To help the child judge and express an opinion. ☐
20. To help the child classify. ☐

21. To help the child to develop and co-ordinate his small muscles through screwing, threading, using scissors, etc. ☐
22. To help the child to take initiative in problem solving. ☐
23. To help the child acquire a positive attitude towards the skills and purposes of eating. ☐
24. To help the child understand and recognize the feelings, needs, and attitudes of others. ☐
25. To help the child get along with others and play co-operatively. ☐
26. To help the child accept and respect authority. ☐
27. To help the child to develop a feeling for forms and styles of language, e.g. poetry. ☐
28. To help the child wait for a turn or share a piece of equipment. ☐
29. To help the child begin to understand reasons for health routines, e.g. cleaning teeth, washing hands. ☐
30. To help the child to understand that certain situations are dangerous, e.g. sucking beads, incorrect use of scissors, etc. ☐

Section 6

Aims of nursery education. There are many aims or goals that a teacher strives for in her work with young children. Would you please list the aims that you hold for children in your nursery school or class. Please express these as a list of statements numbered 1, 2, 3, etc.

Appendix C The headteachers' questionnaire

AIMS OF NURSERY EDUCATION PROJECT

To be completed by the headteacher

Please answer the following questions by placing a tick in the appropriate box.

1. How many children are there in your nursery school or class(es)?

Under 10	<input type="checkbox"/>
11-20	<input type="checkbox"/>
21-30	<input type="checkbox"/>
31-40	<input type="checkbox"/>
41-50	<input type="checkbox"/>
51-60	<input type="checkbox"/>
61-70	<input type="checkbox"/>
Over 70	<input type="checkbox"/>

2. Please indicate the socio-economic background of the children.

The difficulty of making such an assessment is appreciated but an indication of background would be useful.

Middle class	<input type="checkbox"/>
Mixed intake but mainly middle class	<input type="checkbox"/>
Mixed intake: about 50% working class	<input type="checkbox"/>
50% middle class	<input type="checkbox"/>
Mixed intake but mainly working class	<input type="checkbox"/>
Working class	<input type="checkbox"/>

3. Please indicate the number of staff in the nursery, who are:

Teacher qualified	<input type="checkbox"/>
NNEB qualified	<input type="checkbox"/>
Non-teaching helps	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>

4. Do you ever assist in the training of student teachers or National Nursery Examination Board students?

	Student teachers	NNEB students
Yes	<input type="checkbox"/>	<input type="checkbox"/>
No	<input type="checkbox"/>	<input type="checkbox"/>

Appendix D Data on nursery teachers

Section 1

Q.1.

Age	Total	%
Under 25	55	9.5
25-34	95	16.5
35-44	168	29.1
45-54	177	30.7
55+	82	14.2

Nil response 1 100

Total 578

Q.2. Marital status

Single	208	36.0
Married	370	64.0

Nil response 0 100

Total 578

Q.3. Children of own

Yes	278	48.6
No	294	51.4

Nil response 6 100

Total 578

Q.4. Qualifications*

Teaching certificate	540	93.4
T/c + advanced diploma	33	5.7
University degree	14	2.4
Postgraduate diploma or C/E	11	1.9

Q.5. NNEB Certificate

Yes	28	4.9
No	541	95.1

Nil response 9 100

Total 578

Q.6. Length of course

1 year	52	9.2
2 year	344	60.7
3 year	171	30.1

Nil response 11 100

Total 578

Q.7. Time of taking professional course

Before 1935	58	10.1
1935-1943	126	21.9
1944-1950	145	25.2
1951-1959	137	23.8
After 1960	109	19.0

Nil response 3 100

Total 578

Q.8. Included as major part of course

Nursery	352	60.9
Infant	475	82.2
Junior	149	25.8
Secondary	48	8.3

* More than one qualification is held by a number of teachers.

Q.9. Motives for entering teaching

	<i>Relevant</i>	<i>Most important</i>	<i>% All motives</i>	<i>% Most important</i>
Interesting work	326	192	14.7	20.0
Good prospects	72	6	3.2	0.6
Opportunity to pursue interest in a particular subject	72	33	3.2	3.4
Security	137	47	6.2	4.9
Freedom to organize much of own work	191	90	8.6	9.4
Liking for teaching	274	94	12.4	9.8
Occupation with status	37	4	1.7	0.4
Good hours and holidays	144	12	6.5	1.2
Family or school pressure	58	10	6.6	1.1
To work with children	202	293	9.1	30.6
Worthwhile work	287	91	13.0	9.5
Little or no alternative	25	3	1.1	0.3
Attraction of going to college	63	9	2.8	0.9
Salary	40	2	1.8	0.2
Work you could do best of all	171	39	7.7	4.1
To help disadvantaged children	101	28	4.6	2.9
Any other reasons	12	5	0.5	0.5

Q.10. Choose teaching

Yes	541	90
No	35	10
Nil response	2	100
Total	578	

Q.11. Groups taught

Nursery	519	89.8
Infant	482	83.4
Junior	233	40.3
Secondary	92	15.9

Q.13. Length of teaching

Under 1 year	22	3.8
1-4 years	72	12.5
5-10 years	93	16.1
11-20 years	159	27.6
21-30 years	144	25.0
31-40 years	81	14.1
Over 40 years	5	0.9
Nil response	2	100
Total	578	

Q.14. How long taught under-fives?

Under 1 year	66	12.3
1-5 years	179	33.3
6-10 years	102	19.0
11-20 years	97	18.1
Over 20 years	93	17.3
		<hr/>
		100

Q.15. How long in present school?

Under 1 year	83	14.4
1-5 years	242	41.9
6-10 years	95	16.5
11-20 years	104	18.0
Over 20 years	53	9.2
		<hr/>
Nil response	1	100
		<hr/>
Total	578	

Q.16. Status

Headteacher	253	43.8
Deputy	27	4.7
Head of Department	9	1.5
Graded post	32	5.5
Class teacher	232	40.1
Probationary teacher	25	4.3
		<hr/>
Total	578	

Q.17. Building and facilities

Ideal	36	6.3
Very good	235	41.1
Adequate	179	31.3
Limited	101	17.6
Very poor	21	3.7
		<hr/>
Nil response	6	100
		<hr/>
Total	578	

Q.18. Nursery or nursery/infant adviser

Yes	353	62.4
No	204	37.6
		<hr/>
Nil response	12	100
		<hr/>
Total	578	

Q.19. Need for in-service training

Yes	450	78.1
No	115	21.9
		<hr/>
Nil response	2	100
		<hr/>
Total	578	

Q.21. Opportunities for in-service training

Yes	314	57.8
No	229	42.2
		<hr/>
Nil response	35	100
		<hr/>
Total	578	

Q.22. Active Nursery School Association

Yes	313	56.1
No	245	43.9
Nil response	20	100
Total	578	

Q.23. Membership of organization

Yes	491	85.5
No	83	14.5
Nil response	4	100
Total	578	

Appendix E G and standardized G

This statistic was employed to estimate differences. Gamma is a directional measure of association for ordinal or metric data (see L. A. Goodman and W. H. Kruskal, 'Measures of association for cross-classification', *Journal of the American Statistical Association*, 49, December 1954, 732-64; 'Further discussion and references', *JASA*, 54, March 1959, 123-63; 'Approximate sampling theory', *JASA*, 58, June 1963, 310-64). Provided that the dimensions on which it is used can be measured on an interval scale, or at least ranks can be assigned according to some criterion of magnitude, calculation of value for gamma will reveal not only the extent to which one phenomenon occurs in association with another, but also whether that association represents a situation of positive or negative correlation. Like r , gamma may assume any value between +1.0 or -1.0. G is the approximation to the gamma coefficient which can be calculated from available data. Confidence intervals can be set up (Goodman and Kruskal, *JASA*, June 1963) to determine the likelihood that the true value of gamma lies between certain limits and G can also be converted to a standard score from which it is possible to determine the likelihood that a particular value of G might have occurred by chance.

Appendix F Means and standard deviations of aims:
frequency of rankings

<i>Aims</i>	1	2	3	4	5	<i>No response</i>	<i>Total</i>	<i>Mean</i>	<i>SD</i>
1 Aesthetic	22	58	124	197	173	4	578	3.77	1.10
2 Home-school	63	119	189	102	102	3	578	3.11	1.23
3 Self-other	297	152	56	42	29	2	578	1.88	1.16
4 Physical	25	49	88	178	234	3	578	3.96	1.15
5 Intellectual	174	194	121	52	33	4	578	2.26	1.15

Appendix G Data on rating of objectives

Objectives	Area	RATINGS				Total	Mean	SD
		1	2	3	4			
1. Become expressive through art, music, and drama	Aesthetic	8	117	320	120	565	2.98	0.69
2. Develop and co-ordinate his large muscles through climbing, throwing, jumping, etc.	Physical	10	82	323	153	568	3.09	0.69
3. Develop an easy relationship with the staff	Social/emotional	2	31	216	318	567	3.5	0.62
4. Substitute verbal expression for aggressive feelings such as hitting, biting, etc.	Social/emotional	8	31	180	348	567	3.53	0.67
5. Fit in with the routines of the nursery school	Social/internal	11	110	291	159	571	3.04	0.74
6. Measure, count, match sets, add and subtract small quantities	Intellectual	175	259	111	24	569	1.97	0.82
7. Develop a desire to participate in art, music, or drama	Aesthetic	11	123	311	122	567	2.96	0.71
8. Explain ideas and convey information	Intellectual	4	38	182	345	569	3.52	0.65
9. Become aware of beauty in his life	Aesthetic	7	96	298	179	571	3.11	0.71
10. Develop controls from within	Social/emotional	6	42	203	316	567	3.46	0.68
11. Share teacher's attention with other children	School/internal	2	67	288	214	571	3.25	0.67
12. Begin to distinguish what he finds beautiful	Aesthetic	27	215	271	56	569	2.63	0.72
13. Become creative through art, music, and drama	Aesthetic	13	107	307	144	571	3.02	0.73
14. Reason - e.g. to notice what things cause other things	Intellectual	9	91	221	249	570	3.25	0.77
15. Become more independent	Social/emotional	2	15	151	402	570	3.67	0.54
16. Listen and follow simple directions from the teacher	School/internal	4	31	278	256	569	3.38	0.62
17. Come to accept himself and his feelings	Social/emotional	9	52	207	299	567	3.40	0.72
18. Develop confidence in using his body effectively	Physical	2	57	313	196	568	3.24	0.64
19. Judge and express an opinion	Intellectual	32	136	241	169	569	2.93	0.86
20. Classify	Intellectual	62	229	215	61	567	2.49	0.83
21. Develop and co-ordinate his small muscles through screwing, threading, using scissors, etc.	Physical	13	89	303	164	569	3.09	0.73
22. Take initiative in problem solving	Intellectual	21	129	245	174	569	3.00	0.82
23. Acquire a positive attitude towards the skills and purposes of eating	Physical	33	186	269	77	565	2.69	0.78
24. Understand and recognize the feelings, needs, and attitudes of others	Social/emotional	4	38	191	336	569	3.45	0.78
25. Get along with others and play co-operatively	School/internal	1	5	114	451	571	3.77	0.61
26. Accept and respect authority	School/internal	11	85	249	224	569	3.2	0.85
27. Develop a feeling for forms and styles of language, e.g. poetry	Aesthetic	34	177	268	91	570	2.73	0.85
28. Wait for a turn or share a piece of equipment	School/internal	3	35	289	242	569	3.35	0.74
29. Begin to understand reasons for health routines, e.g. cleaning teeth	Physical	15	152	272	130	569	2.91	0.84
30. Understand that certain situations are dangerous, e.g. sucking beads	Physical	1	62	207	299	569	3.41	0.80

Appendix H Factor matrix: Varimax loadings for aims and objectives

	1	2	3	4	5	6	7	8
<i>Aims</i>								
Aesthetic	0-0020	-0-0371	-0-5780	-0-2970	-0-2393	-0-0858	0-1253	0-2976
Home-school	-0-0961	-0-0802	0-1325	0-8777	0-0571	-0-0669	-0-0302	0-0083
Social	0-1700	0-0517	0-8007	-0-0565	0-0940	0-1504	0-0472	0-0122
Physical	0-2586	0-1392	-0-6676	0-0837	0-1417	0-0519	0-0228	-0-1819
Intellectual	-0-3121	-0-1409	0-1839	-0-7184	0-0093	-0-0735	-0-0071	-0-0298
<i>Objectives</i>								
1. Become expressive through art, music, and drama	0-0909	-0-0592	0-0006	0-1199	0-7435	0-0025	0-0562	0-2355
2. Develop and co-ordinate large muscles	0-0015	-0-1715	0-0250	0-0310	0-3874	-0-0596	0-1397	0-7375
3. Develop an easy relationship with the staff	0-0735	-0-1628	-0-0378	-0-0753	0-2146	-0-1884	0-6635	0-1368
4. Substitute verbal expression for aggression	0-2060	-0-2042	0-0789	0-0126	0-1179	-0-3951	0-5020	0-1269
5. Fit in with routines of the nursery school	0-0022	-0-3277	0-0659	-0-0245	0-0298	0-1183	0-6959	0-1235
6. Measure, count, match sets, etc.	0-4394	-0-1967	-0-1479	0-1020	0-2758	0-2501	0-1760	0-0381
7. Develop a desire to participate in art, etc.	0-2443	-0-1515	-0-0085	0-0263	0-5968	0-0060	0-2377	0-1284
8. Explain ideas and convey information	0-4801	-0-0609	-0-0586	0-0446	0-2654	-0-2747	0-4481	0-0201
9. Develop awareness of beauty in his life	0-1080	-0-1149	0-0186	-0-0657	0-6174	-0-3782	0-1517	0-0543
10. Develop controls from within	0-2799	-0-0367	-0-0287	0-0045	0-3432	-0-5116	0-3663	-0-0668
11. Share teacher's attention with other children	0-0405	-0-4042	-0-1500	0-0243	0-1761	-0-1416	0-6082	-0-0826
12. Begin to distinguish what he finds beautiful	0-2668	-0-2085	0-0671	-0-0552	0-6143	-0-2496	0-1112	-0-0393
13. Become creative through art, music, etc.	0-1683	-0-1157	0-0609	0-0572	0-7617	-0-1241	0-0671	0-1630
14. Help children reason	0-5871	-0-0513	-0-0007	0-0499	0-3560	-0-3144	0-1766	0-0260
15. Become more independent	0-0774	-0-3610	-0-0578	0-0873	0-1779	-0-5062	0-2394	0-2513
16. Listen and follow directions from the teacher	0-1872	-0-5247	-0-0377	0-0522	0-0077	-0-2007	0-4393	0-2400
17. Come to accept himself and his feelings	0-2874	-0-1131	-0-0998	-0-0650	0-1245	-0-6595	0-0640	0-1801
18. Develop confidence in using body effectively	0-3120	-0-2742	0-0086	-0-0364	0-1535	-0-3637	0-1302	0-5585
19. Judge and express an opinion	0-7458	-0-1204	0-0508	0-0127	0-1595	-0-2885	0-0399	0-1427
20. Classify	0-7240	-0-2372	-0-0243	0-0808	0-1657	-0-0274	0-0525	0-0610
21. Develop and co-ordinate small muscles	0-3487	-0-4216	0-0833	0-1003	0-1834	-0-1086	0-1857	0-4045
22. Take initiative in problem solving	0-6857	-0-1540	0-0179	-0-0109	0-2127	-0-3388	0-0231	0-0381
23. Acquire a positive attitude towards eating	0-1147	-0-7001	0-1084	-0-0455	0-2001	-0-0895	0-0416	-0-0310
24. Understand feelings of others	0-3666	-0-3574	-0-1225	0-0118	0-1797	-0-5723	0-0588	-0-0745
25. Get along with others and play co-operatively	0-0523	-0-4924	-0-0970	0-0556	0-1450	-0-5117	0-1513	0-1062
26. Accept and respect authority	0-1149	-0-6066	0-0126	0-0314	0-0329	-0-1753	0-3886	0-0030
27. Develop a feeling for forms of language	0-3520	-0-2515	0-0199	-0-0538	0-5418	-0-1590	0-0159	-0-0813
28. Wait for turn or share equipment	0-1262	-0-6886	-0-0577	-0-0027	0-1170	-0-2344	0-2690	0-1288
29. Begin to understand reasons for health routines	0-1255	-0-7751	0-0343	-0-0348	0-1647	0-0305	0-0790	0-1043
30. Understand that certain situations are dangerous	0-1392	-0-6558	-0-0115	-0-0483	0-1037	-0-1438	0-2640	0-1903
Proportion of variance	10-03	11-78	4-60	4-23	10-32	7-99	7-77	4-50

Appendix I Data on teachers' role preferences

Section 3

Role of nursery teacher

<i>Role</i>	<i>Frequency</i>
a Child-centred: self-directed	29
b Child-centred: teacher-directed	71
c Teacher-centred: child-directed	341
d Teacher-centred: teacher-directed	132
Nil response	5
Total	578
Mean 3.00	
Standard Deviation 0.75	

Appendix J Rating of judged desirability of nursery education for fifteen groups of children

Section 4

<i>Provision</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>T</i>	<i>Nil response</i>	<i>Total</i>	<i>Mean</i>	<i>SD</i>	<i>X</i>	<i>%X</i>	<i>% rated 'essential'</i>
A. Physically handicapped children with normal intelligence	42	40	193	282	557	21	578	3.29	0.9	251	45.1	50.6
B. Children from normal home backgrounds	11	224	294	38	567	11	578	2.63	0.64	10	1.7	6.7
C. Children whose mothers go out to work	7	61	194	300	562	16	578	3.4	0.73	47	8.4	53.4
D. Children from Educational Priority Areas	2	16	64	477	559	19	578	3.82	0.48	14	2.5	85.3
E. Non-English-speaking immigrant children	6	21	103	433	563	15	578	3.72	0.59	126	22.4	76.9
F. Children who live in an institution	29	75	173	284	561	17	578	3.27	0.88	44	7.8	50.6
G. Children from high-rise flats	1	11	98	457	567	11	578	3.79	0.48	10	1.8	80.6
H. Children from large families	8	211	275	68	562	16	578	2.72	0.69	9	1.6	12.1
I. Mentally handicapped children	151	60	121	211	543	35	578	2.62	1.24	9	79.0	38.9
J. Children whose mothers would like time away from them	36	210	201	113	560	18	578	2.7	0.86	45	8.0	20.2
K. Gifted children	19	132	241	171	563	15	578	3.0	0.83	81	14.4	30.4
L. Children with emotional problems	15	13	114	422	564	14	578	3.67	0.65	96	17.0	74.8
M. Children from deprived homes	2	2	16	549	569	9	578	3.96	0.28	5	0.9	95.1
N. Only children	5	57	247	261	567	11	578	3.35	0.67	11	1.9	46.0
O. Gipsies, canal children, fairground children	64	111	215	170	560	18	578	2.88	0.98	119	21.2	30.3

Proportion of nursery school intake of ordinary children without special problems

	100	75	50	25	10	0%	Total	Nil response
N	13	401	126	23	4	3	570	8
%	2.3	70.3	22.2	4.0	0.7	0.5		

Acknowledgements

The first debt of gratitude must go to the teacher groups who through many months of hard work made this study possible. Second, to their colleagues in the nursery schools and classes who responded so well to the task of completing the questionnaire. Third, to the many local education authorities who offered their co-operation so readily. And to the many in the field of nursery education at both local and national level who so willingly gave their advice.

Teachers in the groups

Mrs M. J. Anderson	Nursery teacher, Billesley Infant School
Miss S. Baggaley	Nursery teacher, Brearley Street Nursery School
Miss E. Brown	Headteacher, Shenley Fields Nursery School
Mrs M. I. Brown	Headteacher, Bacchus Road Nursery School
Miss M. P. Booth	Nursery teacher, nursery class, Cromwell Primary School
Mrs A. G. Coleman	Headteacher, Highters Heath Nursery School
Mrs B. Davies	Headteacher, Allens Croft Nursery School
Miss J. Y. Davies	Headteacher, Weoley Castle Nursery School
Miss G. Dixon	Headteacher, Garretts Green Nursery School
Mrs N. A. Ellis	Nursery teacher, Bloomsbury Nursery School
Miss J. M. Esslemont	Headteacher, Thames Tower Nursery School
Miss B. J. Exell	Headteacher, Rubery Nursery School
Mrs H. M. Ferns	Teacher, now organizer of EPA Pre-school Play-group
Mrs J. Gaunt	Senior Lecturer, Shenstone College
Mrs G. A. Haynes	Headteacher, Deritend Nursery School
Miss E. M. Hill	Headteacher, Kingsvale Nursery School
Miss M. E. Marsden	Headteacher, Highfield Road Nursery School
Mrs J. E. Morrall	Nursery teacher, Garrison Lane Nursery School
Mrs P. Oakes	Nursery teacher, Lee Bank Nursery Class
Miss C. Potts	Nursery teacher, William Cowper Infant School
Miss H. Pursehouse	Headteacher, Bloomsbury Nursery School
Mrs M. Rock	Nursery teacher, Rubery Nursery School
Miss M. Scotson	Lecturer, Bordesley College of Education

Project team

Dr P. M. E. Ashton
Mrs Gail Exon
Mrs Susan Fisher
Mrs Rosalind Cooke

Senior Research Associate
Research Associate
Research Associate (until May 1970)
Project Secretary

This series of informal, topical working papers makes available to teachers, and to others, information intended to stimulate discussion so that all educators may bring their judgement and experience to bear on the current concerns of the Schools Council and contribute to its work. The working papers describe plans for curriculum development projects at their formative stages, when comment can be particularly helpful; report on conferences; or summarise findings and opinions on debated questions about the curriculum or examinations in schools.

Price 55p net

Other Schools Council publications of interest

Working Papers

- 8 French in the primary school: the joint Schools Council/Nuffield Foundation pilot scheme. 1966 (HMSO)
- 29 Teaching English to West Indian children: the research stage of the project. 1970 (Evans/Methuen Educational)
- 31 Immigrant children in infant schools. 1970 (Evans/Methuen Educational)

Curriculum Bulletins

- 1 Mathematics in primary schools. 1965, 3rd edition 1969 (HMSO)

Other publications

- Aspects of primary education: the challenge of Gittins. 1970 (Evans/Methuen Educational)
- Schools Council report 1970/71. 1971 (Evans/Methuen Educational)
- Metres, litres and grams: introducing metrication in the primary school. 1971 (Evans/Methuen Educational)

